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National Association of Secondary-School Principals

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All meetings in Congress Hotel, Chicago, Illinois

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# The Bulletin

## OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

*A Department of Secondary Education of the*  
NATIONAL EDUCATION ASSOCIATION  
*Issued Monthly, October to May Inclusive*

Volume 32

NOVEMBER, 1948

Number 157

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### THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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# In the Heart of Europe

WILLIAM E. DRAKE

N the heart of Europe lies the heart of humanity withered and torn by the devastating effects of a second great world war. In all the great German cities, from Berlin to Bremen, from Bremen to Stuttgart, from Stuttgart to Nuremberg, the rubble is piled high. Standing before the remains of a building that once housed the proud gymnasium of Frankfort, Germany, I wondered to what extent the educational system of Germany had contributed to this great destruction, not only of the German people but also of Central Europe. In the face of the rubble that confronts you, not only in bombed-out buildings but also in the minds of people, what hope is there for future peace? Are there any lessons we may learn so that we may better direct out buildings but also in the minds of people, what hope is there for fu-

## NEED FOR UNDERSTANDING

One thing is certain: American secondary education must concern itself more directly with international affairs. I am not so much here concerned with the addition of courses, as I am with the social philosophy of our secondary-school administration and teachers, how well informed they are on world conditions, and what action they can take so as to make a positive contribution to world peace.

In many ways we have been guilty of *educational isolationism*. We have not been able to see the woods for the trees. When concerned at all, we have been concerned only with administrative details, our subject matter specialties, our local communities, our state system of education, and our particular pet organizations. We have shown little broad and deep-seated interest in and understanding of the problems of the general welfare of our nation and our responsibilities for world peace. I am not here concerned with the reasons why we have followed such a course. There are, of course, good

William E. Drake is Professor of History and Philosophy of Education in the School of Education, University of Missouri, Columbia, Missouri.

reasons for our actions. I am concerned about why secondary education must contribute more to the enlightenment of our people on matters of national and international policy.

The scientists have told us that an atomic war means the end of our civilization. I can well believe it after seeing the destruction wrought in Europe by the now outmoded weapons of warfare. As Frederick L. Schuman, Woodrow Wilson Professor of Government, Williams College, has said, "The war god now wields a weapon containing the flaming fury of the sun and the cosmic power of creation and doom that burns in the farthest stars. By its use, he can swiftly deliver most of the centers of civilization into the hands of the god of death who is likewise the god of wealth and the diety whose name has been given to the remotest planet and to the new element whereby man may destroy himself."<sup>1</sup> The scientists have also told us that "we can afford no hope of a specific defense against the atomic bomb" and that "it is no secret at all to the scientists of all other nations."

If there is no defense against the atomic bomb, there is equally no defense in the "outlawing of war" or of a particular weapon of warfare, or in the writing of peace treaties. These have been tried and failed. Peace treaties have been written since 1280 B. C. The old art of diplomacy can no more function in modern times than can the medieval knight function in modern warfare. As pointed out by J. Leonard Sherman of recent date, in discussing "The Educator's Responsibility," "A second erroneous conception that must be obliterated from the minds of people is that world peace can be realized and a stable world government can be established through insincerity and duplicity. On the one hand, the world is talking permanent peace; on the other hand, its actions betray its suspicion and its disbelief in permanent world peace. History again reveals the fact that peace has not been realized through fear, suspicion, and preparation for war. The two attitudes are diametrically opposite, and educational leaders must expose the false reasoning behind the wishful thinking that has produced this duplicity and make the world realize that sincerity and honest thinking alone can safely carry the world from this brink of disaster on which it now seems to be toppling."<sup>2</sup> Since it is the citizens of the world who ultimately determine whether or not there shall be world peace, our final and only hope rests in that kind of

<sup>1</sup> Schuman, Frederick L. "Toward the World State." *The Scientific Monthly*, Volume LXIII, July to December, Page 7.

<sup>2</sup> Sherman, J. Leonard. "The Educator's Responsibility." *School and Society*. Volume 64, August 31, 1946, Page 140.



education which brings about mutual understanding, co-operation, and a progressive solution of our common problems.

It is necessary that we be reasonably pessimistic about the contributions which education can make to world peace even in a free society such as ours. Organized education has always suffered from the prime restriction that it tends to mirror that inviolable image of the sanctioning group, community, or nation. To the traditional social, political, cultural, and economic values of this sanctioning group the teacher himself usually subscribes; yet, it may well be that we have reached the point where it will be fatal for cultures to repeat themselves either by war or by willful ignorance. More knowledge on the destructiveness of the atomic bomb may well drive us into more genuine world co-operation and responsibility.

#### MODERN GERMANY AS AN EXAMPLE

Modern Germany is without doubt the best example of a nation which at heart has remained distinctly feudal, and yet has been foremost among the leading nations of the world in the development of the physical sciences. This may well explain why modern Germany has been a source of admiration for many scholars and businessmen and, at the same time, the scourge of the western world.

The feudalism of the modern German is apparent both in his mode of life and in his social reactions. Traveling over rural Germany, one is confronted on all sides with the modern counterpart of the medieval village. Rural Germany was not greatly affected by the recent war. In what our GI's have dubbed "manure towns," the German lives with his cattle, his horses, and his pigs. It may be that the family has lived here for generations. In the morning, father and mother get up at daybreak and, with their oxen or three purpose cows, plod off to till the small piece of ground which has been allotted to them. The German has a disciplined mind and body, as domesticated as the animal who works for him. He has only one pace and works around the clock, day in and day out, like a machine. As for the surplus of the rural population, it has migrated to the cities to become the modern German worker.

Concerning the social reactions of the German, it is well to remember that Germany never passed through any major social revolution in her transformation to a modern state. The feudal, agrarian, landed aristocracy of the Germany of yesterday became in time the industrial barons of today. As enlightened despots, they sought security for their subjects and strength in their state. They would brook no opposition. If the internal strains became

too great, they could secure unity by waging war on the surrounding nations. This was the theme of Hegel and the policy of Bismarck.

Individually the German is an obedient, docile, and even likeable person; but collectively he reflects no sense of personal responsibility. The three most powerful factors controlling his social reactions, especially to the peoples of other nations, are: (1) his love for war and his mystical glorification of the military life, (2) his belief that he is a member of a master race, and (3) his acceptance of the idea that the individual is an instrument of the state, and that he must act as the state so dictates. These elements are at the core of the German's feudal social heritage. They have been nurtured by the ruling propertied class. When Adolph Hitler came to power he only built upon them.

#### THE SOCIAL CRISIS IN EUROPE

The social crisis which pervades Europe today has resolved into a death struggle between the communistic industrial labor elements of the left and the feudal economic and social royalists of the right. The civil war may be said to have begun with the French Revolution. At first the arch enemy of the royalists was democracy. With this movement they were able to cope. Communism has, however, become a more formidable foe, especially since the movement is now backed by the Soviet Union. Hitler was probably right when he said that Germany presented the last bulwark against Communism in Europe.

How well have we understood this struggle or our place in it? Very little indeed. Actually, we have followed England's course of playing the one against the other, a dangerous game. We already had the enmity of the Nazi-Fascist-Falangist-Royalist element. Who would doubt that since 1917 we had gone a long way toward gaining the enmity of the Russian communistic elements? If such enmity grows, will it be difficult to predict the final result?

What I have here said embodies neither the approval nor the disapproval of what goes on in the USSR. It embodies a sense of intellectual honesty and more concern for the progress and peace of humanity. After reading Richard E. Lauterbach's timely study on life in the Soviet Union<sup>3</sup> (Lauterbach is the Moscow correspondent of *Time and Life*), and Michael Sayers and Albert E. Kahn on the conspiracy which has been going on against the Soviet Union since 1917<sup>4</sup> (a well documented study), I am less sure of what I read in newspapers about "The Iron Curtain" and what goes on be-

<sup>3</sup>Lauterbach, Richard E. *These Are The Russians*. New York: Harper and Brothers, 1945.

<sup>4</sup>Sayers, Michael, and Kahn, Albert E. *The Great Conspiracy Against Russia*. New York: Boni and Gaer, Inc., 1946.

find it. Here is a very interesting comment of Irving Langmuir, a distinguished American industrial scientist, Nobel Prize Winner in chemistry, 1932, and associate director of the General Electric Research Laboratory: "I lived in Germany as a student from 1903 to 1906 and made many subsequent visits to that country. I was always disturbed by the aggressive, military spirit of the Germans, by their ideas of racial superiority, and especially by their belief that moral scruples should have no place in international relations. . . .

"In Russia there is an entirely different spirit. All the people that I met have a real desire for security against aggression and for world peace. Several of them in addresses at a session restricted to Academy members and their foreign guests emphasized that science had always been international in character—all nations had profited by the free interchange of knowledge; they hoped that similar co-operation in other fields would be possible."<sup>2</sup>

#### THE SOCIAL CRISIS IN ASIA

A situation similar to that which prevails in Europe also confronts us in Asia. If the problem of Germany is the key to what is going on in Europe, China is the key to the Asiatic front. Our position here is not as clear as it should be. Are we giving to the peoples of Europe and of Asia the impression that we talk freedom but in our conduct support the forces of reaction? Here is a comment which is worthy of our consideration.

"It would be childish to expect stability in China in our generation. China must change or die. . . .

"We have been seeking to re-establish as much of the old order as our diplomacy could achieve, and our allies everywhere have been those who have profited most by the old order. . . .

"Asia today regards America as the last great bastion of reaction—a nation that speaks of freedom, but in the end always aligns itself on the side of the old order. Even for the most conservative of Americans, a conservative foreign policy is unrealistic. . . . Liberty is a glistening word of many faces, and the peasant will believe that system is best which gives the quickest solution to the troubles of his daily life. He will vote for it, fight for it, and die for it. If we try to halt this tide, we are lost."<sup>3</sup>

<sup>2</sup>Langmuir, Irving. "Science and Incentives in Russia." *The Scientific Monthly*, Volume LXIII, August, 1946, Page 92.

<sup>3</sup>White, Theodore H., and Jacoby, Annalee. "Zero Hour in China." *Harper's Magazine*, Volume 102, September, 1946. Pages 193-200.

## IMPACT OF SOCIAL DEVELOPMENT UPON HUMAN SOCIETY

If we have been careless in our analysis of our democratic responsibilities in the present-day world of conflicting interests and nationalities, we have been equally derelict in our thinking about what science has done and is doing to our society, and to the way of life of other peoples. Like the Germans, we have sought to retain our old social virtues (or so assumed) and at the same time to cultivate the field of the physical sciences in ever widening areas without any thought of the impact of such on our social institutions.

Recognition of the impact of scientific development upon human society is not new. As early as 1869 Walter Bagehot, famous British essayist was saying: "One peculiarity of this age is the sudden acquisition of much physical knowledge. There is scarcely a department of science or art which is the same, or at all the same, as it was fifty years ago. A new world of inventions. . . has grown up around us which we cannot help seeing; a new world of ideas is in the air and affects us, though we do not see it. . . . If we want to describe one of the most marked results—perhaps the most remarked result—of late thought, we should say that by it everything is made 'an antiquity,' . . . man himself to the eye of science has become 'an antiquity' . . ."

In truth, it can be said that the greater our advances in the field of the physical sciences, the more dangerous become our failures in the field of contemporary social thought. Freedom in the modern world must not be discarded; but freedom for the individual and for the state must be redefined if we are to have peace within and between nations. As Joseph H. Spigelman has rightly said: "The individual has become dependent on his government and exposed, therefore, to the ramifying consequences of its errors, not because of what government has done or can do, but because he has lost his capacity for independence. The old basis of self-sufficiency and self-protection has been eroded beyond repair by influences for which neither the individual nor government is primarily responsible and which neither can control."<sup>7</sup> Such a point of view is necessary not only for the people of Europe, but also for ourselves.

## OUR EDUCATIONAL PHILOSOPHY AND PSYCHOLOGY

In such a world as ours, a world in which much more government action than we ever desired or deemed necessary is made mandatory, secondary edu-

<sup>7</sup>Spigelman, Joseph H. "The Protection of Society." *Harper's Magazine*, Volume 193, July, 1946. Pages 1-2.

cation, broad in humanitarianism and deep social intellectual quality, becomes a basic necessity for all the peoples of the world. It is a sad commentary that in our hour of greatest need the peoples of the world have had little of the broad humanitarianism and still less of the deep social quality of intelligence and responsibility. On a world basis, great areas of people remain grossly illiterate and only a selected few have found it possible to attend school on a secondary or higher level.

A brief analysis of the German secondary school would seem to be in order. German secondary education has been limited largely to the college preparatory function. Admittedly it was designed and operated for the privileged few. As such it was highly efficient and received the acclaim of many educational leaders throughout the world. Within its own limited areas, the system contained a few democratic ingredients. The high degree of academic efficiency in the German *Gymnasium*, the *Realschule*, the *Realgymnasium*, and the *Ober-realschule* was counteracted by the fact that such a system of secondary education was built upon the Hegelian conception of the state, and the perpetuation of a rigid caste system in German society. German secondary education as a part of the heritage of modern Germany thus contributed much toward laying the foundations for a second great world war and the tragic condition in which the people of Germany and of Europe find themselves today.

Probably the most significant advancement in the field of education in the last half century lies in the fields of the philosophy and psychology of education. Directed educational activity on a broad scale is now possible. Idea and action have now been brought closer together. Man no longer need be a prisoner of past institutional arrangements. This is the lesson of recent wars and revolutions. The Soviet movement in Russia and the Nazi movement in Germany have shown how education, on the broad scale of state policy, combining a basic philosophy and psychology, can be effective in combining idea and action toward a common end.

How does this growing knowledge and use of directed education in national policy affect the people of the United States? There are those who affirm that any such educational activity is *ipso facto* dictatorship. They would prefer a *laissez-faire* education in keeping with our nineteenth century economy and social outlook. But, can we afford such a policy? I doubt it. Action without regard to consequences today will prove more fatal to our free society than concerted planning. In this sense, educational activity is necessary if we are to have any semblance of a free united nation and a peaceful world. We must see today, better than we have ever seen, the close connection between education and national policy.

The danger which confronts us lies not in the fields of educational philosophy and psychology, but in our failure to interpret and practice correctly the ways of democratic living. We cannot proceed as the Communists and Nazis have proceeded. Yet, act we must.

Our major failure as a people, as teachers and principals, would seem to lie in the fact that we have forgotten, if we ever knew it, that democracy is the essence of liberalism and not of reaction—liberalism in political, social, economic, religious, and educational affairs. In this respect many of the trends in our national life are extremely disturbing. We need to understand better that democracy in America is a product of the great and challenging thought of such men as Franklin, Jefferson, and Paine; of Emerson, Hawthorne and Whitman; of Horace Mann, Francis Wayland Parker, and John Dewey; of Lincoln, Wilson, and Franklin D. Roosevelt; and of such great jurists as Holmes and Brandeis. In such a list I would also include the name of that noble character Jane Addams. Are we as teachers and administrators capable of developing a unified liberal social philosophy that will find expression in the lives of our children and people? The positive answer to this question may well be the determining factor as to the future progress of our nation and the peace of the world.

#### FIVE CONCLUSIONS

Before bringing those remarks to a close, I should like to make a few summary conclusions. *First, there is definite need on our part for a better understanding of the peoples of other countries.* We need to get beneath the surface of power politics and newspaper headlines to a common basis of humanity. Our secondary schools could well afford to devote much more time to a study of Russian life and culture, and in some cases provide for a study of the Russian language. As pointed out by Professor Thomas Woody in a current article on "Faults and Futures in American-Soviet Cultural Relations,"<sup>8</sup> our ignorance of Russian life is the basis of our misunderstandings, fears, and suspicions.

*Second, there is definite need for a deep-seated appreciation of the destructive power of modern warfare.* While I have little faith that a third world war can be avoided by fear of the atomic bomb, I do believe that full knowledge of the present destructive nature of warfare should be a part of every high-school student's education. Knowledge of the social consequences of such acts, as revealed in Europe today, may be an effective agent toward intelligent compromise on national and international questions.

<sup>8</sup>Woody, Thomas. "Faults and Futures in American-Soviet Cultural Relations." *School and Society*, Volume 64, September 28, 1946, Page 209.

*Third, there is need for recognizing that we are going to have much more, very much more, government intervention in our lives.* Instead of protesting against such intervention, our secondary schools would do well to place more emphasis upon individual moral and social responsibility, and intelligent political leadership. Our national political leadership and the social sensitivity of our people are today of a definite low quality. In these respects, judged by what I saw while abroad, the peoples of the British Isles are definitely our superior. Government intervention made mandatory by the complexity and close-knit nature of our modern world may be the basis of our future progress or our future dissolution.

*Fourth, secondary-school administrators and teachers must of necessity become more aware of the place of education in national policy, of the power which is in their hands in relating ideas to action.* The quality of our educational leadership is the determinant in how effective education can be in promoting an intelligent, liberal social democratic outlook for America. Unless our schools become more effective agents for democracy than they have been, there is grave danger that we shall see the rise of a powerful fascist movement in our country. The time is short if judged by the experiences of recent date.

*Fifth, and final, we need to expand our professional interests both nationally and internationally.* Such expanded interest will not only make us more effective in our local school efforts, but will also give us more weight as a body in the determination of national and international policies. One of the most valuable contributions of my trip abroad was the contact which I made with English, French, and German teachers. By and large, at all levels, I found them interested in the same problems in which you are interested. Speaking before a national assembly of French teachers at Strasbourg University, I had the opportunity of presenting to them something of an analysis of "The Development of Democratic Ideals in American Education." I found the French teachers extremely interested in all phases of American life and education, but extremely pessimistic about their own future. This pessimism was only superseded by the gloom and despondency of the German.

Ours is a task of leadership. The teacher's job today, as in the past, is the improvement of the quality of human relations. There is much good in American education. We have much reason to believe that the foundations on which our system has been laid are sound. The present challenge is one of implementation on a national and international basis. Are we equal to that challenge?



## Why Young People Leave School

ELIZABETH S. JOHNSON and  
CAROLINE E. LEGG

**T**O make the most rewarding use of the resources of the schools is a matter of prime importance to all school personnel. Our educational theory is that the public school system, extending through high school, is open to all and serves all. Yet at least half of the children who enter the fifth grade drop out before completing high school. These drop-outs are not statistics, but children. Study of the motives that led them to leave school is worth while to point out ways in which their potentialities may be better developed. It was with the idea of veiw<sup>1</sup>ing this and other problems in a small but representative area that the staff of the United States Department of Labor, in the spring of 1947, interviewed a sample of young people in Louisville, Kentucky—524 boys and girls out of school and in the labor market, of whom 440 had not completed high school.<sup>2</sup>

The major purpose of this study was to obtain up-to-date information on youth employment problems sufficiently representative so that it would be suggestive of needs in many communities. It is hoped that school administrators, counselors, placement workers, and other officials as well as community youth agencies will find the information it provides useful in promoting understanding of the problems and conditions of young people. The questions asked these young people were focused on their educational background, their reasons for leaving school, their work experiences, their ambitions, and their

<sup>1</sup> At the time of the study, the Kentucky education law allowed children to leave school for full-time employment at the age of 14 years, provided that they met the requirements of the child-labor law. Since then, however, (in 1948) the general minimum age for employment during school hours in Kentucky has been raised to 16 years.

Miss Johnson is Director of the Child Labor Branch of the Wage-Hour and Public Contracts Divisions of the United States Department of Labor (the child-labor program formerly in the Industrial Division of the Children's Bureau) and was in charge of the project. Miss Legg, Child Labor Analyst on the staff of the Child Labor Branch, assisted in directing the field work of the study and was responsible for the analysis of the statistical data obtained.



problems in finding satisfying work careers. The results of the study were analyzed separately for the three different age groups that were taken into account when selecting the sample.<sup>2</sup>

Contrary to general belief, this survey showed that dissatisfaction with school, as the occasion for leaving, loomed considerably larger than economic reasons. Motives were often a mixture of some dissatisfaction with school and of pressure of economic forces which weighed on parents because of the burden of family support or on the pupil at school because he could not have and do the things other students could.

Another very important influence in crystallizing decisions of young people about school leaving was the value that the parents placed on education. Many parents made great sacrifices to keep their sons and daughters in high school, while others in corresponding financial circumstances were satisfied to have them take the easier course, drop out of school and take a job or perhaps only hope for one.

These findings are based on interviews with 440 boys and girls fourteen through nineteen years of age who had quit school while still in the grades or in high school—interviews in which it was felt that sufficient rapport between the interviewer and interviewed was generally reached to bring out underlying rather than merely surface attitudes. Nearly one half of the 440 nongraduates included in the study explained that they left school primarily because they were dissatisfied there. They told of courses, teachers, attitudes of other students, discipline, or their own failures as causes of their dissatisfaction. About one fifth said they had stopped primarily because of financial circumstances—either the family needed additional wage earners or the young people themselves lacked the personal funds they deemed essential or desirable for school expenses, clothes, carfare, and lunches. Of the 294 young people who gave either dislike of school or financial circumstances as the main factor in leaving school, one fourth reported that both of these factors influenced their decision to leave school at the time they did. A smaller number, about one eighth, attributed their school leaving chiefly to the attractiveness of work and wages and the independence thus achieved, particularly during the war years. Marriage, pregnancy, and a variety of other reasons, largely personal

<sup>2</sup> The sample, which was drawn from the current school census, represented, out of all youth in Louisville, Kentucky, who were not in school and were in the labor market: roughly, two thirds of those 14 and 15 years of age and relatively small proportions of the older groups. All areas of the city were represented in the sample, white and Negro young people being included in proportion to those segments of the total population of the same ages in the city, or in the ratio of approximately 6 to 1. Veterans and members of the armed services were not included inasmuch as they constituted a fractional group of the population about whom much more information is available on needs and services than is available about other out-of-school youth.

and including illness of self or members of the family, were the primary causes of school leaving reported by the remaining fifth of these nongraduates.

The number of young people in the complete study, according to age at time of interview, and the number and percentage that dropped out of school before completing the twelfth grade were as follows:

<i>Present age</i>	<i>Total interviewed</i>	<i>Drop-outs</i>	<i>Per cent</i>
Total.....	524	440	84.0
14 and 15 years.....	113	113	100.0
16 and 17 years.....	217	211	97.2
18 and 19 years.....	194	116	59.8

As would be expected, all of the 14- and 15-year-old children had dropped out before completing high school; also the vast majority of the 16- and 17-years olds; and three-fifths of the 18- and 19-year-olds.

In the 18- and 19-year group, the per cent who had been graduated from high school was thus 40.2. The national figure for 18- and 19-year olds, according to the United States Bureau of the Census in 1947, was 42.6 per cent.<sup>2</sup> Considering the fact that the study excluded those young people who were continuing their education in college or elsewhere, it would appear that in Louisville the proportion of young people eighteen and nineteen years of age who had been graduated from high school was fully as high as in the country as a whole.

The younger boys and girls of the study, who were included because they were already out of school, were much lower in educational attainment than those who had reached the age at which high-school work would normally be completed. Among those fourteen and fifteen years of age, progress beyond the eighth grade was the exception rather than the rule, only 17.7 per cent having completed a higher grade. Among the 16- and 17-year olds, only 47.5 per cent had advanced beyond the eighth grade and only 18.9 per cent beyond the ninth.

The sixteenth birthday was a point at which many left. Under the state child-labor law, at the time of the study, children could leave school at fourteen years if they were physically fit, had completed the eighth grade, and had promise of employment, but at sixteen years they were above the age of compulsory education and could legally leave without a job or any excuse.

Altogether it was a group who had left school at an early age. Nearly half (46.3 per cent) of those who were sixteen or seventeen years old at the

<sup>2</sup> U. S. Bureau of the Census, Current Population Reports, *Population Characteristics, Educational Attainment of the Civilian Population*, April 1947. See Table 1, p. 10.

time of interview, and almost one fourth (23 per cent) of the 18- and 19-year-olds, had left school before they were sixteen. Of the total 524 young people interviewed, 257 quit school before their sixteenth birthday and 95 even before they were fifteen.

#### WHY DID THESE BOYS AND GIRLS WITHDRAW FROM SCHOOL?

Why did so many boys and girls withdraw from school at such an early age and with little or no high-school experience? This article deals specifically with the circumstances surrounding the leaving of school by the 440 boys and girls who dropped out at some point before finishing high school. Complex sets of circumstances with pulls in opposite directions had manifestly been operating in the lives of many of these young people. During the interviews they interpreted as best they could the reasons or circumstances which led them to quit school. The reasons here presented are the young people's interpretations.

#### PRINCIPAL REASON FOR LEAVING SCHOOL AS GIVEN BY NONGRADUATES FROM HIGH SCHOOL, BY AGE

Reasons for leaving school	Age							
	Total		14-15 years		16-17 years		18-19 years	
	Number	%	Number	%	Number	%	Number	%
Total .....	440		113		211		116	
Reason reported .....	438	100.0	113	100.0	210	100.0	115	100.0
Dissatisfaction with school .....	209	47.7	48	42.5	112	53.3	49	42.6
Economic need .....	85	19.4	24	21.2	40	19.1	21	18.3
Lure of job .....	51	11.7	9	8.0	24	11.4	18	15.6
Marriage or pregnancy .....	29	6.6	20	17.7	3	1.4	6	5.2
Other reasons .....	64	14.6	12	10.6	31	14.8	21	18.3
Reason not reported .....	2				1		1	

As stated earlier, nearly one half of the 440 young people who left school before they were graduated, that is, 209, said that they left primarily because of dissatisfaction with school itself—courses, teachers, discipline, or because of discouragement over their own progress, or because of inability to adjust themselves to new conditions when transferred from one school to another. As many as 84 others mentioned dissatisfaction with school as a secondary reason, making a total of 293, or 67 per cent of all nongraduates interviewed, who left school wholly or partly because of dissatisfaction with some phase of school life. The outstanding elements in their discontent or uneasiness seemed to be readily classifiable under a few brief headings. These are shown below, according to whether they seemed to the interviewer to be the principal or secondary reason for leaving school.

**OUTSTANDING ELEMENT IN REASONS FOR LEAVING SCHOOL  
AS GIVEN BY NONGRADUATES**

<i>Nature of dissatisfaction<sup>1</sup></i>	<i>Young people who gave dissatisfaction with school as—</i>		
	<i>Principal reason for leaving</i>	<i>Contributory reason for leaving<sup>2</sup></i>	<i>Either principal or contributory<sup>2</sup></i>
<b>TOTAL</b> .....	<b>209</b>	<b>84</b>	<b>293</b>
Failing grades—discouraged .....	38	22	60
Dissatisfied with courses .....	29	25	54
Disliked teachers or teaching methods.....	25	40	65
Disliked social relations, or the non-coed system .....	13	23	36
Unable to adjust after transfer.....	8	2	10
Thought discipline too severe.....	5	4	9
Other miscellaneous reasons.....	17	16	33
Disliked school generally—no specific reason given .....	74	33	107

<sup>1</sup> Excludes dissatisfaction specifically due to lack of personal funds, which is included with economic reasons.

<sup>2</sup> In this column one individual may appear one or several times, according to the number of ways in which dissatisfied; hence the figures add to more than the total here shown.

The reiterated discouragement and dissatisfaction of these young people who had given up the struggle to get along in school centered around a few trouble-points which recurred again and again. Some were discouraged because of failing grades. These said "I fell behind and lost interest."—"Poor grades got on my nerves."—"I failed seventh grade and didn't want to repeat."—Or, simply, "I worried about grades."

A more articulate group expressed dissatisfaction with the courses: "They didn't teach anything practical." A boy would say, "I wanted to study mechanics, but the class was filled." A girl, "I wanted a commercial course, but the school didn't give it." Or, perhaps, "The required subjects had nothing to do with what I am interested in, or what I want to do."

Others focused their complaints on the teachers or on the methods of teaching: "The teachers never paid any attention to me," or they "were always too busy when I needed help," or they "showed no interest in the pupils." One said, "The teachers would just throw work at you and not explain." In a number of cases the difficulty was associated with transferring from one school to another and inability to cope with the new conditions. "Senior high is too big," said one, wistfully. "No one really cares about you there as they did in junior high." And a youngster whose family had moved to town from the country admitted, "I didn't like city school after being used to country school all my life; I didn't like changing classes for each subject."

Several girls expressed dislike of their fellow pupils or of the Louisville system of sending boys and girls to separate high schools. "I didn't like their strictness in keeping boys and girls from mixing," as one girl put it. Another found the other girls snobbish. A third—still in grade school—complained that the "boys were tough."

Economic need showed up as the next most dominant cause for leaving school before graduation. This was given by 85 boys and girls as the main reason for leaving and by 66 others as one of several reasons. It was thus reported as a factor in the school leaving of 151, or 34 per cent, of the nongraduates. The boys gave this reason more often than the girls. Seventy of the 85, who gave economic need as their chief reason, left school to contribute to family support or to support themselves; the remaining fifteen left because of lack of funds for what they considered essential personal needs.

The tendency of many adolescent youth to be reticent on the question of finances and to be unwilling to admit poverty may have caused the number giving lack of money as their reason for leaving school to be understated in relation to the number giving dissatisfaction with school. Furthermore, economic hardships and sacrifices appeared to be often taken for granted as a necessary and continuing part of life, whereas more emotion attached to episodes at school and these feelings crystallized into adverse attitudes.

That family need does interfere with education under some circumstances is illustrated by the cases of Harold and Tracy.

Harold, a better-than-average student, was in the tenth grade at the age of fifteen, when his father deserted the family. Harold's mother was working but did not earn enough to support herself and the boy. So Harold left school and obtained a full-time job in a chain grocery at \$20 a week. Clinging to his ambition to become a lawyer, he enrolled in the academic course at night school. This double load was a serious tax on his strength, and when interviewed in the early spring, it seemed doubtful whether his health would hold.

When Tracy's father became ill and was unable to work, the family rented rooms to pay for the rent of their house, and Tracy's mother did washing and ironing to earn money but could not earn enough to pay for their food. So fifteen-year-old Tracy left school at the end of the eighth grade and got a job helping a vegetable peddler. He turned his earnings over to his mother, who supplied him with money for cigarettes and picture shows.

Undoubtedly considerable hardship was suffered by many of the youth of this study because of a lack of money for personal expenses at school, as well as definite family need. In addition to fifteen youngsters who said such lack

was the real reason for not continuing in school, fifty-nine said it was one of the factors that influenced them to leave school. Hence seventy-four, or a total of 17 per cent, besides those who left because of need to contribute to family support, felt so handicapped because they did not have enough money for clothes or for such school expenses as carfares, lunches, books, and recreational activities that it was a factor in their decision to leave school.

In discussing this problem with several out-of-school teenagers, such remarks as the following were heard: "More would stay in school if they would quit saying, 'bring 50 cents for this, or a dollar for that.'"—"School is expensive—we're always having to buy something."

When asked about the student loan fund, the unanimous opinion was that students found it hard to get the money—several said they had too much pride to ask for a loan or free textbooks. As one boy explained, "The teacher asks in class how many can't afford books. You have to raise your hand and that's embarrassing." Others remarked that free textbooks were easily identified and everyone knew when you had one.

A number of the girls said they did not have nice clothes, that they were actually ashamed of their clothes. One Negro girl said that she left school because she did not have money enough to buy the required gym suit, and she was embarrassed to go to class without one and be called down. She asked for student aid, but this was refused, she said, because her father then had a job, although he had been ill and unemployed for some time previously and was really unable to afford this extra expense.

Third among the principal reasons for school leaving, and given by 12 per cent of those interviewed, was the lure of a job and the attractiveness of work over and above school. This reason was reported separately from dissatisfaction with school, although in some instances the two were hard to distinguish. An additional 17 per cent reported that they had been influenced by the idea of being wage earners, although other reasons weighed more heavily in their decision to leave school. The facts that jobs were easily obtained during the war years and that numbers of their young friends were making good money had influenced some of the older boys and girls to leave school and go to work. This reason was more common among those who left school during the war years than among the more recent drop-outs, although given by both groups. Only 8 per cent of those under sixteen, who left school recently, as compared with 16 per cent of the 18- and 19-year-old nongraduates, most of whom left during war time, gave as their principal reason the attraction and availability of work. Several youngsters had had summer jobs and did not want to give them

up to return to school. Others, working part-time after school hours or on Saturdays, were offered full-time jobs and the chance to make more money was too appealing to be turned down.

One boy said, "I quit school chiefly because I got tired of asking mother for money." "You like to plan what you are going to do with the money you have, instead of having to ask for it if you want to go to the movies." This was not a case of family financial need, but one in which a boy wanted to earn his own spending money so that he could be more independent.

Marriage, or pregnancy, caused twenty-nine youth (7 per cent of all non-graduates) to leave school early. Eleven girls, three of whom were only thirteen and five only fourteen, left to be married. One 18-year-old boy got married and had to go to work. Seventeen unmarried girls were pregnant, four of them being only thirteen years of age, and eight only fourteen years.

The remaining 14 per cent gave miscellaneous reasons for giving up their schooling, chief among which were illness and physical defects that caused annoyance or embarrassment such as stammering, nervous disorders and eye trouble. Sometimes they caused prolonged absence which resulted in the pupil's falling behind in his school work and losing interest. Illness in the family, particularly of the mother, was frequently the cause of absence that finally led to the young person's leaving school altogether.

Family attitudes, particularly toward education of girls, influenced some of this group to quit. One father said, "I don't see why girls need schooling." Another father told his daughter after she had completed ninth grade she should help at home at night "instead of doing home work." Such strongly adverse attitudes, however, were characteristic of only a few of the parents.

Sometimes truancy or other behavior difficulties brought the youngster into juvenile court, and he was permitted to remain out of school as a "court case." The most pathetic examples were those of boys, who, when quite young, had been brought before the juvenile court on a simple truancy charge. It was not easy to return to school after an experience of this kind, according to the testimony of several boys in this study. One lad said he felt too deeply disgraced ever to go to school again. Several boys had been in reform school for short periods and would not return to regular school after release. One boy explained that his mother finally consented to his leaving school because she feared his behavior difficulties would result in his being sent to reform school.

A few stories will illustrate still further the variety of circumstances contributing to school leaving by youth of this study and the perplexing questions which many faced at a critical time in their lives.



Kenneth, at fifteen, thought he wanted to go to work. So he induced his father to write a note to the teacher that the family was leaving the city, a move that was contemplated but not fully decided upon. Two months later he had not found a job to his liking. He said he wanted to be a machinist, although what prevocational training he had had was in the print-shop in the eighth grade which he had attended for one half a year. No follow-up had been made by the school, since Kenneth had stopped attending, to see whether or not he was still in the city. The boy was simply loafing—"waiting until my sixteenth birthday," he said, "when it will be easier to get a job."

Ellen's difficulties started in the ninth grade after she was transferred from one junior high school to another because of redistricting. She knew no one there and was most unhappy. Ellen's parents were divorced, and her grandfather, with whom she lived part of the time, had her transferred to still another school in the district where he lived. But Ellen thought the other girls in the new school "snooty" and made no friends. She began to skip school. The visiting teacher, after several efforts to enlist the mother's co-operation in keeping the girl in school, finally threatened to report Ellen to the attendance officer. To prevent such humiliation, the mother got Ellen a clerical job in the market where she herself worked, so that Ellen, being fifteen, could get a work permit and leave school. After working several months, Ellen acknowledged that the job brought her no nearer to the friends and fun of which she dreamed. . . . "It was lots easier to get out of school than I thought it would be," she commented wistfully.

Norma left school at fifteen just after completing the ninth grade at midyear. She applied for a course in stenography for the next term but was told that classes were filled. She talked the matter over with her mother and the school principal, and both agreed that if stenography was what she wanted she might as well leave high school and go to a private business school, which she did. After completing a 6-month course, she obtained a position doing general office work in a hardware store. She "could not get along with the boss," she said, so left and took a job as typist with a print shop. Norma was only partly satisfied with her \$23-a-week job. She was sure now, she told the interviewer, that she had made a mistake when she left high school. She missed her friends and was longing to share school life again with her "pals."

An attempt was made in each interview to find out to what extent the young drop-out had acted on his own impulse and to what extent he had been influenced by his parents in the decision to leave school. Did the parents take the initiative in getting the child to withdraw from school, or did they simply



acquiesce in the matter after the child had initiated the move and actually decided to leave school? Or were the parents not in agreement with their son or daughter as to the advisability of leaving school? For the most part, parents seemed not to oppose their children very much, only 23 per cent of the youngsters saying that their parents decidedly disapproved their action. Disapproval by parents was more general in the cases of those who left because of some dissatisfaction with school. In 64 per cent of the cases, the parents acquiesced although they were not always entirely in sympathy with their move. Parents, in fact, were the principal influencing agent in 13 per cent of the cases. Among those who left school primarily because of the economic circumstances of the family, fully one third had acted in response to the urging of their parents.

In comparatively few instances, it seemed, did parents discuss the matter with school authorities. Only 149 young people, or one third of those who left school before graduation, said their parents had had any contact with the school on the occasion of the child's leaving. Only 172 of the minors themselves (39 per cent) had discussed the matter with any of the school staff.

In the course of the conversation with each young person, an effort was also made to get his own appraisal of his decision to leave school. He was asked if he had the chance to decide over again would he do the same thing. Fifty-three per cent of those who had not finished high school were sure they had done the right thing in leaving when they did. On the other hand, 15 per cent were sure they had made a wrong decision. Among the youngest interviewed—the 14- and 15-year olds, all of whom had left school fairly recently—11 per cent were sure they had made a mistake; among the 16- and 17-year olds, somewhat more, or 15 per cent, felt that their decision was wrong; among the 18- and 19-year olds, many of whom had been out of school several years and had faced the realities of the work-a-day world, 17 per cent were convinced of their mistake in leaving school as soon as they did. An additional 25 per cent—19 per cent of those fourteen or fifteen years old, and 27 per cent of all sixteen years or over—regretted that they left school when they did although still they saw no alternative under the circumstances facing them at the time. Of those leaving for economic reasons, that is, because their earnings were needed to supplement the family income or because they lacked money for necessary school and personal expenses, 43 per cent said they regretted having to leave school, although they would do the same thing over again if confronted with the same circumstances.

One boy, who at fifteen "got disgusted with school" and left for a bank messenger job, was 4 years later greatly regretting his hasty decision. He had

at one time become ill from overwork in strenuous war jobs. At the time of interview he was an electroplater earning \$44.00 a week. But he saw opportunity for advancement lost because of his lack of education. His parents wanted him to go to college; now he wished he had continued in school, because a degree in chemistry would have meant rapid advancement, something out of his reach with his present limited education.

Another boy of fifteen had left school nine months prior to the interview after completing the eighth grade. He had to go to work, he said, because his father's earnings as janitor were inadequate for a family of seven. He was working as a bicycle delivery boy and earning only \$17 a week. The boy had had ambitions to become a salesman, but had already given up hope, because as he said, "You need an education for that. Only kids who go through high school get to be salesmen."

The findings of this study show that the problems of young people in connection with school leaving are many and varied and are inextricably interwoven with their own personal needs, with existing educational programs, and with opportunities in the employment field. Here are boys and girls who are dissatisfied with the school situation in which they find themselves and impatient to be free of its shackles; some want to earn their own livelihood or are forced to from economic necessity; other are confused and influenced by a complexity of other circumstances. Sifted down to each individual boy or girl, however, the picture becomes clearer, and the personal problems of each are not so difficult but that some adjustment could be made or some assistance given that would keep the young person in school until he is better equipped to take his place in an adult world. Surely the combined genius of American educators, counseling and social welfare experts, and citizen groups can and will find ways to stop much of this early school leaving. Means that suggest themselves include enriched and more flexible curricula, relief of the financial burden falling on many parents and children, strengthened guidance services, and integration of the total program with those forces in the community that are concerned with the educational, vocational, and social well-being of its young people.

*Editor's Note:* Other findings of this study in regard to the employment experiences of these boys and girls after leaving school, and also the attitudes of employers toward workers and what they look for and expect from them, are appearing in other articles and publications and can be obtained by writing to the Child Labor Branch, Wage and Hour and Public Contracts Division, U. S. Department of Labor, Washington 25, D. C.

# The School Administrator and the Secondary School Curriculum

STEPHEN ROMINE

**P**OSITIVE and intelligent leadership is the most needed ingredient in education today. On whose part is it more essential than that of the administrator under whose direction the school carries on? Few, if any, are in as close touch with the educational pulse of the community or in a more strategic position to combine school and community forces for better education. On the other hand, no one may be a greater "bottleneck" to progress. To no small degree the educational program is a reflection of the administrator; his strengths are its triumphs; his weaknesses, its failures.

It is futile to expect progress in curriculum development without adequate administrative leadership. Two very essential requirements for the improvement of the curriculum are indicated by leading thinkers in the field of secondary education as:<sup>1</sup> (1) Greater willingness on the part of teachers to try out new ideas; (2) Leadership and understanding on the part of school administrators. Without the second not a great deal is likely to come of the first.

## THE NEED FOR LEADERSHIP

The need for leadership should be obvious. However, there are some considerations beyond those ordinarily thought of, which in addition to further emphasizing such need, suggest areas in which it may contribute.

On what level is leadership in curriculum development most needed? Current educational theory points out the necessity for it on all levels—national, state, county, school system, and individual secondary school. It is particularly essential in each school system and in each secondary school, for it is in these units that the greatest amount of actual curriculum con-

<sup>1</sup>Rated by a group of expert curriculum consultants participating in a nation-wide study completed by the writer.

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struction is to be done.<sup>2</sup> Together with some leadership and guidance on higher or more inclusive levels, these units afford a broad framework within which an articulate program may be developed in accordance with sound educational theory and with due regard for the interests and needs of society and of the individual.

It should also be noted that curriculum construction solely by the individual teacher or by separate departments is not the answer. These approaches tend to neglect the larger aspects of school objectives, and not infrequently they strengthen subject-field boundaries and result in overemphasis on outcomes in terms of subject matter. Uneconomical overlapping in some areas and neglect in others almost invariably result from these approaches unless there is co-ordination on a more inclusive level. However, without proper administrative leadership to bring this over-all approach about, curriculum construction by the individual teacher and by the separate department may be all that is feasible.

Who should participate in curriculum development? Active participation with responsibility for decisions reached and for action in developing the curriculum accordingly rests largely with two groups: (1) high-school administrators and teachers and (2) elementary-school administrators and teachers.<sup>3</sup> Participants in an advisory capacity should include: (1) high-school pupils, (2) curriculum consultants, including educational psychologists and subject-matter specialists, and (3) community laymen. It is particularly important to note that elementary-school personnel should participate in the process of developing the secondary-school curriculum. Opportunities for the development of better understanding among faculty members and of a more articulate and effective curriculum on both levels undoubtedly exist in this approach. The need for administrative leadership is quite apparent.

Planning for curriculum construction is of paramount importance. If the secondary school has definite obligations, it must plan to meet them. Proper planning affords a basis for more flexible adaptation to satisfy individual interests and needs without sacrificing continuity necessary to insure growth and development. Again, the role of the administrator in providing counsel and direction should not be neglected.

#### PROVIDING ADMINISTRATIVE LEADERSHIP

The previous paragraphs have suggested some general areas in which the administrator may function effectively. There are many more specific

<sup>2</sup>Emphasized by curriculum consultants in the writer's study.

<sup>3</sup>Suggested by curriculum consultants in the writer's study.

things which may be done to encourage proper study and evaluation of the curriculum and revision of it in the light of sound educational theory. The school administrator may, for example:

1. Formulate administrative policy which encourages sound curriculum experimentation and the trying of new ideas.
2. Set an example by demonstrating a sustained interest in the curriculum and a willingness to try new ideas.
3. Make plans to provide more time and more adequate equipment, books, supplies, and other facilities which will acquaint teachers with modern theory and which will be useful to them in practice.
4. Demonstrate a willingness to help each teacher grow professionally.
5. Provide opportunity for teachers on the elementary and secondary levels to become better acquainted with each other's program and problems—co-ordinate curriculum development on both levels.
6. Inaugurate and participate in an in-service training program or workshop devoted to curriculum development.
7. Encourage teachers to plan their work in advance and to develop source units.
8. Make provision for teachers to observe other competent teachers in action and to visit other schools and encourage them to do so.
9. Provide specialized leadership (consultants and so forth) to stimulate interest and assist in curriculum development.
10. Interpret the program of curriculum development to the school and community and enlist support of it.

In some schools there appears to be little or no provision for the introduction and trial of new ideas, and things tend to be done the same way year after year with little thought of evaluation of present practices or to improvement. Good administrative policy can do much in this area. Perhaps the greatest encouragement to teachers is that of an administrator who is genuinely interested in the curriculum and who is capable of doing things with it himself.

In scheduling classes, attention should be given to time for curriculum work. This may mean reducing teaching loads, but, if the enterprise is worth while, it is worth time. Several weeks may be provided following the close of school in the spring or prior to its opening in the autumn to permit uninterrupted curriculum study. Many schools have found such time quite valuable. It should also be recognized that administrators may profit

from independent study, research, and summer-school attendance as much as can teachers.

It is surprising that many administrators do little to encourage advance planning on the part of teachers, and many teachers do very little of it on their own volition. Classroom visitation, administrator-teacher consultation, and other useful and constructive supervisory techniques are neglected in many schools so that frequently the curriculum is largely a group of courses developed according to each individual teacher's ability and desire. A genuine interest on the part of the administrator is probably more encouraging to teacher growth and development than is the complete freedom to do what they please so long as it does not bring adverse criticism from pupils and parents.

Interesting speakers and consultants often help a great deal. The same ideas expressed by someone from the "outside" often carry more weight with the faculty and the community than if they come from the administrator. The workshop is rated by consultants as of great value in curriculum development, and it can effectively be employed as in-service education. Interpretation of the program is quite important. Pupils, teachers, and laymen frequently require a bit of selling on new ideas, and to be successful any curriculum program requires the support of all concerned.

#### CONCLUSIONS

Progress in curriculum development requires the sustained attention of an administrator who has vision and intelligence and who will exercise both in providing leadership and understanding. He must be able and willing to help teachers in solving day-to-day problems and in improving their individual work. At the same time, he must co-ordinate the work of the whole faculty and direct their concerted effort toward a better curriculum. This he may do by providing time, facilities, and actual direction and leadership in the process of curriculum study and development.

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# A Critical Study of Two Conflicting Proposals for Reorganizing Secondary Education

MORTON DE CORCEY NACHLAS

**I**N recent years, particularly since the war, there has been an increasing interest in re-examining our system of secondary education. Many kinds of proposals for reorganizing secondary education have been suggested.<sup>1</sup> Of these, two have attracted a great deal of attention; they are: *General Education in a Free Society*<sup>2</sup> and *Education for All American Youth*.<sup>3</sup>

President James Bryant Conant in the Sachs Foundation Lectures, November 14, 15, 16, 1945, devoted his second lecture<sup>4</sup> to a discussion of the two systems of education. After referring to the two descriptions of general education, he continues:

At first these two descriptions seem to be very different; I say *seem* to be very different, for I believe in reality they are not far apart . . . If I am correct in my hypothesis that, unconsciously at least, the authors of the two volumes had in mind two different types of students, then the two descriptions may almost be merged in one. For, if one examines the actual content of the two prescriptions as far as they are specified in terms of classroom work, there is a surprising agreement as to conventional subjects studied. But the subjects are put together in a different way, one according to a pattern which corresponds to the rational method of handling areas of knowledge traditional in our universities, the other in terms of stimulating the interests of those students who have no bent for scholarly work. As a consequence, the two books give somewhat different reasons for the need for a common core of general education, and they argue differently as to why certain subjects must be included in a course of common learnings. Yet, even this difference is largely one of emphasis.<sup>5</sup>

<sup>1</sup>See *The Education Index*, July 1944 to June 1947, for some of the titles.

<sup>2</sup>Report of the Harvard Committee, *General Education in a Free Society*. (Cambridge, Mass.: Harvard Univ. Press, 1945).

<sup>3</sup>Educational Policies Commission, *Education for All American Youth*. (Washington, D. C.: National Education Association, 1944).

<sup>4</sup>"General Education for American Democracy," *Teachers College Record*, v. 47, No. 3, Dec. 1945, pp. 162-178.

<sup>5</sup>*Ibid.*, p. 176.

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In light of President Conant's statement that these two systems of secondary education "are not far apart," it seems advisable to make a critical study of the two proposals. In this study, therefore, we shall develop certain criteria for evaluating a secondary-school program. We shall then apply these criteria to the Harvard Committee and Educational Policies Commission programs, and finally draw our conclusion.

#### CRITERIA FOR EVALUATING A SECONDARY-SCHOOL PROGRAM

Accepting a pragmatic or progressive philosophy of education as the basis for our thinking, we may say that two particular ideas stand out: the individual and society. The distinctive feature of the individual is that he is held to be precious and unique. The outstanding characteristic of society is the interaction between the person and his culture. Society and the individual are inseparable.

From this progressive philosophy of education, we may suggest some criteria for evaluating a secondary-school program.

1. *The school should make education available to all youth.*

Since our system of democracy is a social organization that promotes the optimal development of all and, since it is a way of life that promises the greatest good to all the people under the direction of the people themselves, we are clearly responsible for seeing that all youth are educated. It is, therefore, a tenet of democracy that education should be made available to all youth.

2. *The school should recognize the student as a respected intelligent person, becoming increasingly more capable of determining his own goals.*

The individual is a unique and precious person, worthy of high regard. He is entitled to respect and is intelligent; therefore, he should be assisted in learning to determine his own goals. Thus, as the student goes to school and matures, he will as a result of his schooling become capable of determining his own goals and direction in life.

3. *The school should provide means through which the student may achieve optimal development.*

It is the responsibility of the school to see that the student is given every opportunity to achieve his optimal development. Thus, if he should be extremely good at mechanics or typing or machine-shop, rather than at Latin or algebra, he should be provided with the means for developing his abilities to the utmost.



4. *The school should recognize co-operative living as an ideal and as a way of life. It is, therefore, under the obligation to practice co-operative living.*

No individual can exist alone and apart from his fellow man; no one can achieve his optimal development in isolation. The school must, therefore, make it possible for the student to recognize the interdependence of individuals and the necessity of co-operative living for the good of all. It can best do this by making itself a democratic school where all will participate in the school community and work together. Thus actual experience in a democratic society is gained.

5. *The school should help the student utilize the method of intelligence in all areas of living.*

Only by the use of rational thinking and behavior, the method of intelligence, can the individual achieve his optimal development. For by the use of intelligence, the individual can set up adequate goals or guides for his behavior. Thus, the school should present all sides of a problem to the student, help him examine the problem objectively and freely, and come to a rational decision. By such a procedure the school can help the student utilize the method of intelligence in all areas of living.

6. *The school should help the student understand the meaning of democracy as a way of life.*

The school should help the student understand the meaning of democracy not only by practicing it, but by teaching it also. It should explore the values of democracy, teach its processes, and establish habits and attitudes of citizenship consistent therewith. It should hold up before the students the ideal, the development, and the goals, purposes, and practices of democracy.

7. *The school program should be based on the students' needs, problems, and interests.*

One of the main purposes of the school is to help students take their place in our democracy as good citizens. It is obvious, therefore, that the school program should have meaning and interest to them. The only way to make the program meaningful is to meet the students' needs, problems, and interests. In this way, the students will learn faster because they will be able to see the relationship between themselves and the environment in which they live; they will not feel left out. Their life, their school, and their interests and needs will be one and the same.

AN APPLICATION OF THE CRITERIA TO THE HARVARD COMMITTEE  
AND EDUCATIONAL POLICIES COMMISSION PROGRAMS

We shall now apply our criteria to the two programs of our study, *General Education in a Free Society* and *Education for All American Youth*. These programs will be referred to as the Harvard Committee and the Educational Policies Commission, respectively.

1. *The school should make education available to all youth.*

*Harvard Committee*

The Harvard Committee program does not make education available to all. The very fact that the program is academically centered and dependent on the traditional and so-called intellectual studies immediately excludes many students. The writer is, therefore, forced to the conclusion that this program is not interested in making education available to all youth.

*Educational Policies Commission*

In every fibre of its being, this program is dedicated and consecrated to education for *all* youth. There are no barriers of any kind to prevent youth from being educated. The schools make education possible for everyone. They tailor their courses for the student, not the student for the courses. They stress needs and see that the needs are met. They give the students an equal share in the running of the schools and permit them to decide upon their own plan of study. They make provision for financial aid, free bus transportation, free medical service, free activities, classes for the physically handicapped, and generous guidance and counsel. In every way this program is set up for education for *all* youth. There can be no question. *It makes education available for all.*

2. *The school should recognize the student as a respected intelligent person, becoming capable of determining his own goals.*

*Harvard Committee*

There is no evidence of any attitude or assumption. In fact, the very opposite is true. Everything—especially in the curriculum—is laid out for the student. This lack is no criticism of Harvard, because the Committee's basic assumptions are different from the writer's. Further proof that the Harvard Committee does not recognize the student as a respected intelligent person, becoming capable of determining his own goals is found in the almost irrational dependence on the teacher (see Harvard Committee Report, p. 24). The Harvard secondary program is clearly and rigidly prescribed. The writer, therefore, must conclude that the student cannot determine his own goals.

*Educational Policies Commission*

The student is accorded complete recognition as a respected, intelligent person capable of determining his own goals. The worth of the individual is a cornerstone of this program. The student is given every opportunity to determine his own goals. He has a leisurely conference with his counselor and talks about his interests, hopes, plans, ambitions, and abilities (see *Education for All American Youth*, p. 42). He is also asked to work out a tentative educational plan, carrying through to the twelfth grade. This plan, he can discuss with his parents and counselor. The student's plans are regularly reviewed toward the end of the year and are frequently revised (pp. 46 ff.).

3. *The school should provide means through which the student may achieve optimal development.*

*Harvard Committee*

No provision is made for the optimal development of the student. True, there are means for development based on an intellectual acquisition of subject matter, but on nothing else. The wishes of the student are not requested or asked for. His health, his interests, his needs are not considered. He is allowed no opportunity to express himself or do anything apart from his intellectual program. The student is permitted to develop only in the intellectual sphere, and in no other.

*Educational Policies Commission*

Complete provision is made for optimal development in this program. The student's occupational training, health, interests, etc., are considered just as important as his intellectual pursuits. Students are encouraged to participate in all phases of the school and community life. There is no hierarchy of subjects, no separation of school and life.

4. *The school should recognize co-operative living as an ideal and as a way of life. It is, therefore, under the obligation to practice co-operative living.*

*Harvard Committee*

Although one would never surmise from studying the Harvard Committee secondary program that there is any awareness of co-operative living, statements in other parts of the book lead one to the conclusion that the Committee is aware of the importance of this factor. The best illustration the writer could find is this:<sup>9</sup> "Since no one can become an expert in all

<sup>9</sup>Report of the Harvard Committee, *op. cit.*, p. 54.

fields, everyone is compelled to trust the judgment of other people pretty thoroughly in most areas of activity. I must trust the advice of my doctor, my plumber, my lawyer, my radio repairman, and so on." In one other instance, can one surmise that the Harvard Committee is aware of the importance of co-operative living; that is, in communication (see p. 68).

From this evidence, the writer infers that the Harvard Committee is aware of the importance of co-operative living—at least in an academic sort of way. He cannot, however, infer from the Report that the school (in its secondary program) practices the co-operative way of life.

#### *Educational Policies Commission*

This program is fully aware of the importance of co-operative living. It, therefore, contains in its schedule many opportunities for interaction and co-operation between student and student, student and teacher, student and school, student and community. An excellent example of the student's being made aware of the continuous interaction is the study of "The World at Work." "It acquaints pupils with their own dependence on the labor of farmers, workers in factories and transportation, clerks, managers, home-makers, physicians, engineers. . . . and many others."<sup>7</sup>

The school recognizes the importance of co-operative living and prepares its students for interaction with their environment. It creates the setting for co-operation in all areas of living. It fosters co-operation in the student participation of running the school itself. It fosters co-operation in the community through projects and student participation; in its library and health-center; in part-time employment in school and out, in classes for out-of-school youth, and in many other settings.

5. *The school should help the student utilize the method of intelligence in all areas of living.*

#### *Harvard Committee*

Nothing is said about the rational life as such, but the program is permeated with the idea of the use of intelligence. Because of the very nature of the program, which is highly academic and traditional, one might assume that the utilization of the method of intelligence (in academic work) is required.

The fact that the Harvard Committee calls for a highly academic curriculum in the secondary school may be the basis for the assumption that the method of intelligence will be utilized. Thus, if we agree that the traditional academic curriculum calls for the use of intelligence in a certain

<sup>7</sup>Educational Policies Commission, *op. cit.*, p. 43.

way, we can say that the program does foster the rational attitude. The school, however, sets up the problems on which the student is to work. If it may be said, therefore, to use the method of intelligence in school, it does not in other areas of living. The writer can discover no evidence showing that this program helps the student utilize the method of intelligence in areas of living other than school.

#### *Educational Policies Commission*

This program stresses the use of intelligence all through its plan. The intelligence, though, does not depend on an academic but on a practical factor. The use of the method of intelligence is emphasized through the process of living and adjusting in a community. The student's learnings are directly related to his purposes, his self-direction, his relationships, and to the practical aspects of living. By the use of intelligence, the student is able to choose his own goals and directions, to take part in the community, to understand his society, and to lead the good life.

By its practical approach, this program instills a rational attitude in the student. Through community participation, through democratic living in the schools and out, through its courses and projects, and through its very methods, the school helps the student utilize the method of intelligence in all areas of living.

6. *The school should help the student understand the meaning of democracy as a way of life.*

#### *Harvard Committee*

This program, in keeping with its philosophy, is in complete accord with the above criterion. In the discussion of the social sciences, we find this statement: "All of them (students) should be given some sense of the nature and value of the inheritance which they did not achieve but which they must help maintain, as well as some understanding of that principle of continuity with the past which is possible only through the study of the past. . . . Schools will not fulfill their duty to society unless they help the students understand the nature of the problems and responsibilities of the society in which they live and which they should help govern."<sup>8</sup>

From the emphasis placed on the student's understanding his society (through the social studies), we can assume that the school will see that he understands the meaning of democracy as a way of life. But the understanding will be theoretical, because in the classroom situation there is provided little opportunity for practicing democracy.

<sup>8</sup>Report of the Harvard Committee, *op cit.*, p. 135.

*Educational Policies Commission*

Practically everything done in this program gives the student an understanding of his society. Education in the responsibilities and privileges of citizenship is recognized as a common need of all youth. Citizenship education is started close to the home, and commences with group activities in the school. It extends to the community through a variety of school services. It "is extended beyond the community into the region, the nation, and the world, as boys and girls follow the ramifications of their occupations. . . ."

The school makes ample provision for understanding the meaning of democracy. Definite courses and projects that have meaning for the students are offered by the school to help him understand the meaning of democracy as a way of life.

7. *The school program should be based on the student's needs, problems and interests.*

*Harvard Committee*

In only one instance is it even possible to infer that the student's needs, problems, and interests are considered. In the ninth and tenth grades "biology takes precedence over courses in other sciences . . . because the content of this course is more intimately related to his [youth's] daily experience and educational needs."<sup>9</sup>

In the main it must be said that no provision is made for student needs, problems, and interests. The student is given little or no opportunity to decide what he wishes to study. The course of study is rigidly prescribed in three divisions: humanities, social studies, science, and mathematics. Thus, without fear of contradiction, it is possible to say that the Harvard Committee program is not based on the student's needs, problems, and interests.

*Educational Policies Commission*

*Education for All American Youth* provides very well for student's needs, problems, interests, abilities, and desires. Many examples of this point are available, but a few will more than present adequate proof. "In these three fields—occupations, intellectual pursuits, and recreational interests—the curriculum . . . is differentiated to suit the needs of individuals."<sup>11</sup>

The student is allowed to decide what he wishes to study. His desires and needs are always in the fore. "Each class chooses its problems on the basis of its judgment as to timeliness and public importance."<sup>12</sup>

<sup>9</sup>Educational Policies Commission, *op. cit.*, p. 58.

<sup>10</sup>Report of the Harvard Committee, *op. cit.*, p. 159.

<sup>11</sup>Educational Policies Commission, *op. cit.*, p. 36.

<sup>12</sup>*Ibid.*, p. 85.

In all areas of this program, the student's needs, interests, and problems are respected. Students are allowed great freedom in selecting their courses; and "the principle of suiting curriculum and methods to the educational needs of individuals is operative throughout the school."<sup>25</sup> The school program is indeed based on the needs, problems, and interests of the students.

#### CONCLUSION

Far be it from this writer to say that one program of education is good, another bad. But, if agreement with criteria and with principles means anything, he must perforce say that the secondary program of education proposed by *Education for All American Youth* is far superior to that by the Harvard Committee. For, in all instances, the Educational Policies Commission program is in complete agreement with the criteria suggested by the writer. It stresses the worth and dignity of the individual. It gives him a prior place in the scheme of things. It treats the individual as an intelligent being, capable of determining his own goals, and allows him full opportunity to express himself in words and in action. And above all, the Educational Policies Commission program does not merely pay lip-service to its ideals of democracy and the importance of the individual, but practices, in every conceivable way, exactly what it proposes. In the opinion of the writer, the program is true democracy in action, and the individual is given every opportunity for optimal development.

The Harvard Committee program, on the other hand, stresses the importance of achieving unity in the overwhelming face of diversity. It has a definite goal—to train for citizenship and democracy. But from his study, the writer is convinced that the type of democracy advocated by the Harvard Committee is purely academic; a democracy about which one speaks but does not live or act. Perhaps such a judgment is too harsh on the Committee, but in the light of the evidence presented one can reach no other conclusion. Little provision is made for the importance of the individual in the Harvard scheme of things. The important element seems to be the heritage of the past—and it is from this past that the Harvard Committee takes its cue. Thus the program sets up a rigidly prescribed course of study based, in the main, on the past, and called general education. It would be a continuing series of three well-integrated courses in (1) the humanities, which would cover selections from the world's great literature, music, etc., and

<sup>25</sup>*Ibid.*, p. 53.

cover foreign languages for the illumination of English; (2) the social studies, a formal study of history and the social sciences directed at responsible citizenship, whose focus would be to show how present-day events flow through history from the ideas of the past; and (3) science and mathematics which would teach logical thinking.

The Harvard Committee does permit some specialization—which the writer takes to mean that the student may select some of his own courses. But in the main, differences would be minimized and all students would receive a common background and experience which would do much to eliminate diversity. The Harvard Committee program we might say is for the most part oriented to the past and is interested in making available the revelation of the past for an understanding of democracy.

*Education for All American Youth* finds its orientation in the present. It starts the educational process from the student's own frame of reference, then goes to the past for the material which would give meaning to his course of study. This would enable the student to think and act in terms of present-day living; it would help him meet the complexities of modern life and be well adjusted to his society.

The curriculum would center in a common learnings program, a collection of subjects all related to what the high school has done and is doing. Ample provision would be made for elective courses based on the student's needs, abilities, and desires. Social studies and history would begin with the present and go back to the past. All courses, in fact, would take their orientation from the present and call on the past for clarification and help if necessary.

The Educational Policies Commission program would unite all students in a meaningful, democratic society which they would learn about through living democracy first, and studying it in the light of their experiences.

The program of *Education for All American Youth* is to the writer a true democratic program. Since it is more in agreement with his basic principles and assumptions than the Harvard Committee program, he can suggest that for him and to him it is the better of the two. It is democracy in action, democracy in thought, and democracy in content.



# A Great Need: Youth Education for Effective Living

GRANT RAHN

**P**UPIL-TEACHER planning—democratic administration—the community school—student participation in school government—group dynamics—use of community resources—opportunity for more worthy self-realization—improvement of inter-group relations. Alone each phrase signifies but little. Together they reveal a vital structure of education rooted in contemporary American life.

## WHY THE NEED?

Underlying this dynamic structure is a need. The need is more effectively to induct youth into the processes and problems of community living. This need grows out of such conditions in American life as these:

1. The common man, through organization into pressure groups, has gained tremendous power. If he is not to use this power wantonly, each, to the extent he is able, must come to understand and to feel concern over the problems of American life, their origin, and the effect of proposed solutions upon the common good. Without these insights and concerns, he may unwittingly betray the American way of life to some "man on horseback." Although the freedoms of speech, press, and assembly with their neutralizing effect may prevent a consequence so dire, lack of widespread insight will at least precipitate great social waste at a time when America can ill afford further waste.

2. Labor unions have demanded and each time have won "pay hikes." Yet their pay buys less today than in 1942. Both labor and management must determine what equitable sharing is and come to realize that only increased production can give each greater returns. To promote fair play and the common good, we have had much legislation; but legislation is effective only

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as it is rooted in the hearts and minds of men. Hence, education at all levels is our only recourse. To develop the will and capacity to co-operate for the common good, many forces, including great universities, are at work. Notable among them is the Massachusetts Institute of Technology with its Research Center in Group Dynamics.

3. The great gap between democratic ideals and practice is fomenting dissension that threatens both our internal stability and our influence in the family of nations. For example, since the majority of the peoples of this world are other than white, we can not maintain the fiction of "white supremacy." Many forces in American life recognize this fact. Perhaps the strongest evidence of these forces is President Truman's Civil Rights Program. Although his proposals are too drastic for acceptance in the South, reactions clearly show the time is late.

4. Isolationism is gone. Both domestically and internationally, we are interdependent. We must learn to act accordingly. We must learn, each according to ability, to work for the common good.

To improve these conditions is no starry-eyed idealism. Meeting them better than we are today is the hard demand for survival of our way of life. Many forces in the American scene are striving to meet them; for example, the supporters of a bi-partisan foreign policy, UNESCO, the National Conference of Christians and Jews, and the acceptance of labor as partners in production by such industries as Nunn-Bush, Hormel, Procter and Gamble. Although these forces have their impact on youth, the school has primary responsibility for indoctrinating youth with the democratic values, their implications, and practice.

#### WILL THE SCHOOLS DO THEIR SHARE IN MEETING THIS NEED?

Eventually, yes; for schools in time become what the people want. In the meantime, many schools *are* providing leadership in making partially articulate the aspirations of the people for their children. Moreover, many are striving in this area or that to meet the underlying needs. Probably no school is doing so, completely. On the other hand, to say that all schools are striving to interpret the will of the people and to meet the needs of youth would be to stretch the truth. For example, the people of several states have legislated compulsory education up to the age of eighteen but, in not a few situations, the school eliminates from two fifths to one half of a freshman class in the four years before graduation. Failures in some subjects run as high as fifteen or twenty per cent. Discipline cases are numerous. Truancy is high. Dissatisfaction with work meaningless to many is common,

an investigation reveals. Certainly, this is not evidence of meeting the needs of youth so that each may find worthy self-realization in community life. Such conditions do not proclaim serious effort to begin where individuals now are and to provide for the growth of each according to his make-up. Instead, they bespeak the failure of the school to promote the growth of each individual according to his own pattern of development.

#### WHAT HINDERS SCHOOLS FROM MEETING THIS NEED?

Many administrators continue to operate schools on the assumption that the high school is a selective institution. Not having developed a vision of education for all American youth, they do not clearly perceive the necessity of gradual and directed change to the end that all may learn. They have no in-service program for the co-operative invention of ways and means to help the individual grow in more effective living. To the teacher who, on his own, initiates measures better to meet the needs of youth, they do not give that encouragement and support which heads of schools must give for the sustained development of promising practices.

Teachers, on the other hand, find it difficult to change from the imposition of preconceived subject matter to the use of such subject matter only as will best meet the needs of youth for effective living; for they have been trained not as promoters of child growth, but as purveyors of subject matter which all too often has little meaning for youth. They know that education without subject matter is impossible; but they do not recognize that, in practice, specific subject matter has value only as it clarifies problems of actual concern to youth. Yet they are handicapped both in selecting problems of concern to youth and subject matter adapted to varying needs; for they have as many as six classes daily, of a size running from thirty to forty-five, and as many as 225 pupil contacts a day. They have one textbook instead of a wealth of material adapted to varying needs. There are still many who feel compelled to "cover the book" even though other experiences plus selected sections of the book would produce more real learning. They tend to use for study "books only" instead of including resources from the community in which the child lives. Thus handicapped by large numbers of pupils and by inadequate materials, they have little time or energy for such work together as will bring into being a curriculum which better inducts youth into the conditions of American life.

These are facts hard to say, but harder to modify. Some could be changed except for inertia, refuge in traditionalism, and lack of readiness

to face the issues. Yet with the greatest willingness in the world, progress is slower than we, considering our social responsibility, dare permit.

#### HOW CAN SCHOOLS MAKE PROGRESS IN MEETING THE NEED?

What can a school do about it? Much—if the challenge is deeply felt, for then the school will develop a comprehensive plan to meet the needs of youth and of American life. It will probably include the ideas underlying the phrases that introduced this article, and perhaps more. Such an over-all plan—a vision of greater service to youth and country—so grips the imagination that its progressive realization will not be denied. Yet a comprehensive plan envisioned is one thing; its gradual implementation, quite another. For implementing the vision developed in the staff, there are two imperatives: (1) an in-service program of planned development and (2) sharing problems with the people.

#### AN IN-SERVICE PROGRAM FOR PLANNED DEVELOPMENT

If teachers agree that their prime responsibility is helping youth educate themselves for more effective living, they should begin implementation in strategic areas—strategic from the standpoint of their own needs, insights, and abilities and from that of school conditions. Implementation should begin with problems teachers think important. The problems may involve increased use of community resources or of group dynamics. Or, in recognition of the fact that few teachers have background in case study, mental hygiene, and guidance, they may include a program of clinics<sup>1</sup> in which teachers share insights on some child selected periodically, map out a program for working with him, and include provisions for follow-up. Or, to offer a suggestion in greater detail, the undertaking may be a direct plunge into unit development.

In this case, a promising point of departure would be to draw students into the project by ascertaining what they think important in each area. For example, a home economics teacher,<sup>2</sup> with the co-operation of other staff members, made a survey as to student problems and "gripes" in their own home life. Using the 205 anonymous replies, she arranged an assembly for discussion of the concerns by a panel of students, parents, teachers, and social workers. From the assembly, every student learned at least that many others have problems which can be solved or relieved only by facing issues co-operatively at home. But of greater importance—interaction opened up the fruitfulness of, and need for, more considered attention to the subject.

<sup>1</sup>American Association of School Administrators. *Schools for a New World*. Twenty-fifth Yearbook, Washington, D.C.: The Association, a department of the National Education Association. 1947. P. 162. \$2.00.

<sup>2</sup>Miss Frances M. Beven, Escondido Union High School, Escondido, California.

A similar carefully planned survey in every field of significance to youth would likewise yield many problems of concern to them. In such surveys, many utterances are not real problems, but *lead* to problems.

From the proposals of youth, each teacher might formulate those problems in his field which he thinks most worthy of attention at a given age level. In making this list, he might use these four criteria, clarification of which follows each:

A. *Does the problem capitalize on the developmental tasks<sup>3</sup> of adolescence (youth drives)?* The drives which motivate a large part of adolescent behavior include these:

1. Concern over physical changes and one's physique.
2. Establishing new relations with age mates of both sexes.
3. Achieving emancipation from adults.
4. Concern over economic independence.
5. Choosing and preparing for a vocation.
6. Desire to work as equals with adults on life problems.
7. Desire for the insights and skills of social competence.
8. Concern over marriage and family life.
9. Desire for conscious command of the values to guide conduct in a highly interdependent world.

To the extent that a problem involves one or more of these drives, real learning or change of behavior takes place. Because more significant results follow from working *with* youth's nature rather than from ignoring it, problem selection should seek to enlist these drives.

B. *Does the problem give promise of helping to meet effectively one of the imperative needs of youth<sup>4</sup> in a democratic society?* For the sake of brevity, but with recognized loss of meaning, phrases are used to recapitulate the ten imperative needs of youth:

1. Vocational orientation including work experience
2. Health
3. Orientation to and participation in citizenship activities
4. Family relations
5. Consumer education
6. The scientific method and environmental science
7. Aesthetic appreciations
8. Wise use of leisure time

<sup>3</sup>American Association of School Administrators, *Schools for a New World*, Chapter V.

<sup>4</sup>Committee on Curriculum Planning and Development, National Association of Secondary-School Principals, *Imperative Needs of Youth of Secondary School Age*, Bulletin No. 144, March, 1947. \$1.00.

9. Ability to co-operate, living the democratic values
10. Effective thought communication, the three R's
- C. *Is the problem one of the socially crucial in our time?*
  1. Goals "which should come first in our time"<sup>5</sup>
    - a. "Education for a fuller realization of democracy in every phase of living."
    - b. "Education directly and explicitly for international understanding and co-operation."
    - c. "Education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs."
  2. Timeliness—such problems as compulsory military training and the coal strike with necessary historical background and implications for the future.
- D. *Will study of the problem provide growth in the values underlying democracy?* (Criteria A and D are embedded in criterion B. Placing them in co-ordinate position with B gives emphasis to the need of selecting such problems as provide most promising opportunity of working with youth and of using procedures rooted in the democratic values.)
  1. Dignity and worth of the individual, equality of opportunity—"To liberate and perfect the intrinsic powers of every citizen is the central purpose of democracy, and its furtherance of individual self-realization in its greatest glory."<sup>6</sup>
  2. Mutual respect
  3. Use of reflective thinking (scientific method) to solve problems
  4. Co-operative thinking and action—participation in responsibilities of group life
  5. Self-direction with social responsibility

Illustrative of many problems which satisfy all four criteria are: twelfth-grade level—*After Graduation, What?* and *Operation Atomic Vision* (available through National Association of Secondary-School Principals); eleventh-grade level—*Safeguarding Each of the Freedoms in School and Community*; tenth-grade level—*Driver Training*; ninth-grade level—*Selection of My Foods*; and *Our Prejudices*; ninth- to twelfth-grade level—*Techniques of and Practice in Panel Discussion*. In selecting problems that satisfy these criteria, one should recognize that pupils can be helped to recognize certain problems as

<sup>5</sup>Presidents Commission on Higher Education. *Higher Education for American Democracy*, Vol. 1, Establishing the Goals of Democracy, p. 8. Washington 25, D. C., Superintendent of Documents. 1947. \$4.00.

<sup>6</sup>*Ibid.*, p. 9.

of immediate concern to them through guidance, through group discussion, through dramatic incident, and through capitalizing on the significance of current events; and that the relative promise of any problem for changing the behavior of the learner inheres in his dynamic acceptance of the challenge.

From the list of problems each teacher believes to be of greatest concern to his pupils, he might select one to preplan in detail. Such preplanning might involve analysis of the unit and the formulation of initiatory developmental, and culminating activities with provision in process and at the end for evaluation. Or stated in other words, it should include, for various phases of development, lists of reading, audio-visual, and community resources, experiences, and activities that focus on the problem. It should embrace not only resources immediately available to students, but also all those which would best contribute to the growth of various members of the group.

In planning with students how to attack the problem, the teacher should bear in mind that questions *they* raise will indicate how deeply work should go. From the preplanning, he may propose such activities as will likely best meet group needs and provide for growth in requisite methods of study. From the reservoir of activities originally conceived, he will suggest such others as serve to meet the varying needs of students who deviate from the group. If the teacher should decide to cover the full development and all activities his scholarship has produced, boredom would probably overtake the class; for real learning is built on experience, must be related to that experience, and cannot go far beyond the problem experience poses. Real learning normally takes place only to the extent that satisfactions of personal need exceed the pain of effort expended. Growth takes place gradually.

During the course of the year, a teacher with a normal load should undertake the development of not more than one unit. Even to do this he will participate in many faculty meetings and group conferences and will engage in much personal study and reflection. However, the experience of constructing one unit to promote more effective living will modify his other work with students; for even in the old framework, he will probably strive for the zest of adventuring with youth of a given group into that which concerns them. Old practices that do not so contribute, he will tend to slough off. If time and energy permit, he may be impelled to search for

resource units prepared by other teachers who have similar insights. During summer attendance at workshops, he may work out further units.

However, teachers should understand that the temporary extra effort on the proposed in-service project has a two-fold purpose: to develop among them improved "know-how" of education for effective living; and to develop in them conviction and courage for—

#### SHARING PROBLEMS WITH THE PEOPLE

Without a well-conceived program and deeply felt conviction that gives assurance of education for more effective living, the people will not assume the additional costs involved, for the pocketbook is an exceedingly sensitive spot on the anatomy. But a more sensitive spot is the welfare of their children. Once parents are convinced that their children will really profit from the increased investment, they will without reluctance pay for equipment, books, and other materials demonstrably needed for enriched teaching and learning; they will approve released time for faculty meetings, for curriculum planning and development, and for other services that will equip their children for more effective living. This is no armchair theorizing. It has been demonstrated in almost every community where per pupil costs are the highest in a given state. This willingness to pay more does not just happen. It comes as the result of sustained effort to show that additional dividends would come to their children from increased investment in this equipment or that service.

One of the very best methods of achieving desired support is sharing problems with parents. At a recent meeting of parents and teachers on the problems of adolescents, the writer pointed out how the school could help youth in finding themselves. In the discussion that followed, many parents revealed their enthusiasm for such a program. Were this followed up—with meetings of other parents on the subject—with panel discussions, for example at service clubs, by students on selected aspects—with planned conferences of home-room teacher, the individual student and his parents on his problems, a body of opinion would evolve among the people which would make them ready to pay increased costs.

The American people are willing to pay for what they want. If the school thinks with them on the problems their children are facing on personal, community, national, and international fronts, they will come to want the best education for effective living that money can buy. The challenge is for vision, a well-thought-out but flexible program for implementing that vision, and the courage of conviction.



## Problems in Curriculum Design for the Junior High Schools

FRANK REH

**T**HE Junior High School Curriculum Design Committee of New York City Public Schools, whose personnel includes superintendents, principals, assistant principals, teachers, and assistant directors, is a sub-committee of the Junior High School Curriculum Planning Committee. The Design Committee is charged with the responsibility of determining what subject areas shall be included in the seventh-, eighth-, and ninth-year programs and with the task of designing the framework on which the courses of study for these subject areas will be built. Thus the curriculum design bears to the course of study the same relation that the architect's sketch bears to the final blueprint which gives the details, measurements, and materials necessary for the successful completion of a building.

In order to meet the requirements of our objectives for the pupil's mental, physical, emotional, and social development for living in a democracy, the committee has kept in mind the fact that the design must be flexible. This flexibility should permit a wide range of selection and interpretation of content to allow for variations among children and for special conditions in the home, the school, and the community. There must also be latitude for differences in teachers, supervisors, and school facilities.

The much harrassed word "integration" was thoroughly discussed by the committee. It was felt that integration of relevant material from numerous sources can and should take place within each subject area. Thus information about scientists and inventors may be integrated with English, science, or social studies. Where a teacher teaches both English and social studies, certain phases of these subject areas may be integrated through the medium

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Frank Reh of Junior High School 10, Queens, New York City, wrote this article for *High Points*, a publication of the Board of Education of New York City. Permission to reprint this article in *THE BULLETIN* was granted by the editor, Mr. A. H. Lass.

of one or more units of study or problems, but complete integration of the two areas, English and social studies, is not generally feasible and was not contemplated by the committee. There should, however, be ample provision for maximum use of correlation and integration among the various subject areas.

#### AREAS INCLUDED IN THE CURRICULUM

The committee determined what the areas of the junior high-school curriculum should be and, in a general way, what each area should encompass. The areas are indicated below:

##### *Social Living*

Guidance, home room, assembly, student government, newspapers, school and community relations.

##### *Language Arts, English*

Expression (including dramatic arts and choric speech) reading, listening.

##### *Language Arts, Foreign Languages Mathematics*

Arithmetic, general mathematics, applied arithmetic (business training and commercial arithmetic).

##### *Science*

##### *Social Studies*

History, geography, civics, current events, human relations,

consumer education, occupational information.

##### *Health Education*

Physical activities, social dancing, corrective work, hygiene, safety.

##### *Practical Arts and Home Economics*

Woodwork, metalwork, artcraft, printing, homemaking, dressmaking, art weaving, novelty, typing.

##### *Fine Arts*

Drawing, painting, art appreciation.

##### *Music*

Group singing, orchestra, glee club, music appreciation.

Once agreement as to the subject areas to be included was reached, the actual work of writing the designs for the various areas was the next step. For the sake of uniformity it was decided to organize and present the elements of the design of each of the subject areas according to the following outline:

- A. The place of the area in the over-all design.
- B. Relative emphasis of various subdivisions of the area.
- C. Possible latitudes of interpretation (for varying conditions of schools, communities, etc.)
- D. Possible relationship with other areas (correlation, interrelation).

Each member of the committee was given the task of writing the design for an area in accordance with this framework. Whenever it was deemed necessary or desirable, experts in the area were consulted. Then a tentative report was presented to the entire committee and was revised and edited until it met with the committee's approval. In the case of special subjects such as art, home economics, science, and music, the director of the subject or a representative sat with the committee in an advisory capacity. In some instances the design was outlined first by the director and then submitted to the committee for study, revision, and final action.

In the course of its deliberations, the committee received numerous requests from teachers for suggestions in procedure and for a clear statement of the place of the teacher in the so-called "newer procedures." Accordingly, the committee prepared two monographs: *The Teacher in the Junior High School* and *Practices and Procedures in the Junior High School*.

#### THE TIME SCHEDULE

In addition to writing the design, the committee was charged with the duty of working out a time schedule to meet the requirements of the proposed curriculum. Here, too, it was necessary to arrange for a degree of flexibility while at the same time insuring adequate time for each of the accepted subject areas. Flexibility in the operation of the time schedule is achieved in two ways:

1. Practical arts, home economics, fine arts, and music are grouped together with an indicated total of eight periods per week. The division of this time for any particular class, grade, or pupil in a school is left to the discretion of the principal. Thus, if a principal wishes to stress art in a particular seventh- or eighth-year class, he may assign three or more periods to art and reduce the stress on music and practical arts, accordingly. In another grade this class might get more music and less art. Conceivably, in a very special case, a class might get eight periods of art and no practical arts or music, or it might get eight periods of practical arts and none of art or music. This arrangement is open to the criticism that unless the principal is careful to avoid it, some pupils may be entirely deprived of experience in one of the three subject areas during their junior high-school career. The chances that such a situation may arise, however, are remote, and the committee feels that the freedom which the plan allows outweighs any possible disadvantage of the scheme. In order to allay any fears, however, we suggest that an average desirable division of time would be: four periods of practical arts, three or two periods of art, and one or two periods of music.

2. Several periods of unassigned time are allowed in the seventh and eighth years and, for the nonforeign-language group, also in the ninth year. These periods may be added to the minimum number required in any area.

46 **TIME ALLOTMENT BASED ON A 35-PERIOD WEEK**

Curriculum Area	Minimum No. of Periods and Total Minutes Per Week					
	7th Year		8th Year		9th Year	
	Periods	Min.	Periods	Min.	Periods	Min.
1. <i>Social Living</i> Guidance, home room, assembly, newspapers, student government, school and community.	3	135	3	135	3	135
2. <i>Language Arts, English</i>	5	225	5	225	5	225
3. <i>Language Arts</i> —Foreign languages			2*	90	5*	225
4. <i>Mathematics—Arithmetic</i> General Mathematics, applied arithmetic (business training, com- mercial arithmetic)	4	180	4	180	5	225
5. <i>Science</i>	2	90	2	90	5	225
6. <i>Social Studies</i> History, geography, civics, current events, human relations, consumer education, occupational information.	5	225	5	225	4	180
7. <i>Health Education</i> Physical activities (social danc- ing), corrective work, hygiene, safety.	3	135	3	135	3	135
8. <i>Practical Arts, Home Economics,</i> Woodwork, metalwork, artcraft, art weaving, novelty, homemaking, typing, printing, dressmaking.	8† 360		8† 360		2	90
9. <i>Fine Arts</i> Drawing, painting, art apprecia- tion.					3 135	
10. <i>Music</i>						
<b>TOTAL</b>	30		32		30	
<b>Minimum req.</b>	5‡		3‡		0 or 5‡	

\*For the more capable pupils only.

†Principal and faculty determine how these periods are to be assigned to each of the three areas in accordance with needs of a particular class, grade, or the school. But care must be exercised to insure that no pupil be denied some experience in each of these areas before leaving the school. An average desirable allotment is 4 periods of industrial arts, 3 or 2 periods of art, and 1 or 2 periods of music.

‡Principal and faculty determine how these periods are to be assigned to areas other than 8, 9, to

A number of schools are rearranging their schedules so as to have five one-hour periods a day instead of the more traditional seven forty-five minute periods. To permit this, or any other desirable variation, the time schedule indicates time allotments in minutes as well as in forty-five minute periods.

The committee has not yet completed its work and, therefore, the time schedule above must be considered merely tentative. A number of problems still remain to be solved, among these being questions involving articulation with the senior high schools. Chief of these is the question of the possible effect on the high schools if all first-year (ninth year) students are required to take two terms of social studies instead of one term, as at present. Again, the new time schedule permits foreign language students to take five major prepared subjects in the ninth year; at present, no ninth year student in the senior high school is permitted to take more than four major required subjects.

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#### DISCUSSION GUIDES FOR DISCUSSION GROUP

**T**HE National Association of Secondary-School Principals has encouraged and promoted for fifteen years, through state co-ordinators, regional directors, and many local school administrators, a sustained and systematic discussion of current issues and objectives of secondary education. Co-operative thinking and planning by all engaged in secondary education have been the more immediate aims of the discussion group activities. There are many schools that can claim, during the past few years, very successful educational achievements, highly constructive and democratic in their development, through the regular discussion of vital and important school issues.

The National Association of Secondary-School Principals has just prepared a special four-page folder in which discussion topics and source references are given for fourteen suggested areas of importance to all secondary-school administrators. The topics included are: Atomic Energy Education for the Secondary School, Curriculum Adjustments, Citizenship, Guidance, Using Tests in the High School, Junior High School, Junior College, Student Participation in School Management, Consumer Education, Professional Standards and Salaries, Class Size, Insurance Benefit Plans, Public Relations, and Planning the School Plant. These folders are available in limited quantities to state high-school principals' organizations as aids for developing state and sectional meetings of high-school principals and to other members of the NASSP for suggestions in organizing faculty groups for the discussion of important problems in their school. A sample copy has been sent to each state co-ordinator and other state officers so that they may order additional free copies for use in their state. Any member of the NASSP may also request free copies for use in their faculty meetings, etc. A limited number is sent free upon request.

## Evaluating the Core Curriculum

**A**PPROXIMATELY eighty-five teachers and administrators from high schools employing the core curriculum or unified studies program met at Clear Lake Camp January 16, 17 and 18, 1948, for the purpose of studying evaluation techniques used in the core curriculum. The conference was called by the Michigan Secondary Curriculum Study of the State Department of Public Instruction and included resource persons from the State Department and from Wayne University. Present also from outside Michigan were Dr. Ted Rice, of New York University, and Dr. Victor Pitkin of the Bureau for Intercultural Education.

The conference was key-noted on the first evening by Mr. J. Wilmer Menge of the Division of Instructional Research of Detroit Public Schools. Mr. Menge emphasized that improving a program really means changing people. A program changes, he said, as the people in it change their habits, beliefs, and values. He suggested that the conference might well undertake to discover ways in which members in a school have changed their ways of thinking, feeling, and acting when they set about to make a program better. He emphasized the point of view that participants were gathered at Clear Lake Camp for the study of ways to improve education rather than ways to prove one type of instruction was better than another.

Following Mr. Menge's introductory address, the participants divided into random groups to make a list of problems to which the conference would address itself. Out of the composite lists submitted later in the evening by these random groups, approximately eight discussion groups were formed. These groups worked two days. The highlights of each group report as presented at the close of the conference may be summarized as follows:

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Permission to reprint this article, which appeared in the February, 1948, issue of the *Bulletin* of the Michigan Secondary-School Association, a department of the Michigan Education Association, was secured from the editor.

## THE PHILOSOPHY AND PURPOSES OF THE CORE PROGRAM

A core program is a program of study which attempts to guide students to a better understanding of problems and questions that are of interest and importance to the students. It tries to help to adjust the whole child to his environment. It assumes a child will learn when he is ready to and when he wants to. A block of time ranging from one hour to the entire school day is utilized in ways agreed upon by joint teacher-pupil planning. Projects, problem solving, area and unit studies, and other educative experiences rather than rote learning, are the procedures used. The function of the teacher is to arrange such educative experiences as have validity in the minds of the students. This involves pre-planning and setting up of resource units. Other terms, such as correlated programs, unified study, and general education programs are used. These variations seem to be somewhat dependent upon locality and in some cases require different degrees of extensiveness of the program. The core program is essentially a matter of philosophy and methods rather than scheduling.

There are essential skills such as reading, writing, and ciphering which should be mastered. No body of subject matter has yet been determined as essential to a cultured individual. Vicarious experience may upon occasion serve to prevent future hurts and difficulties. Problem solving will necessarily include subject matter.

The core program is advantageous in that it enables student and teacher to know each other better. It helps students to adjust better to a new school. It offers greater assistance to the non-college preparatory group that constitutes the bulk of the student group today. It provides a situation in which problems not only of scholarship but also of emotional, personality, and adjustment difficulties can be discussed and solved, if possible. The spirit of learning will develop from the proper teaching of the core program.

We must keep a worthy goal in mind at all times if we expect to evaluate the program.

## INTRODUCING THE CORE PROGRAM

A core program may be defined as a block of time in which students and teachers are free from the usual restraint of courses of study. Members of our group agreed that at least three periods should be blocked together for the core in junior high school, composed of periods formerly devoted to subjects required at that level. In senior high school we agreed that the amount of time might be gradually reduced, but that there should still be a block of time available in which instruction can cut across subject lines.

We discussed two concepts of core: (1) Basic living, which we defined as a block of time in which to get those things which students want and feel a need for, which they do not obtain in other courses, and (2) Unified studies or general education.

Some of the problems to be solved in introducing the core program include the personal adjustment of teachers and pupils, the decision as to whether the course should be required or elective, the orientation of teachers to new methods of study, and the planning of the program in such a way as to obviate jealousies, rivalry, and insecurity caused by change in routine.

It was suggested that there are two ways to begin such an organization. (1) The program should be introduced throughout the grade level or the entire school with only gradual changes within that total structure. (2) The program should be completely changed for a few sections at a time on an experimental basis.

Whichever method of organizing the core is used, the following emphases should develop: (1) changes should come out of both pupil and teacher needs; (2) complete co-operation should be obtained through total discussion and clear understanding as well as the assuring that all teachers' interests are recognized and provided for. If there is a planning committee of the faculty with pupils included, they should be sure that these criteria are observed. Workshops for teachers as well as personal discussions and conferences will be helpful. It is important that students participate in the actual planning of the entire core program.

#### DEVELOPING THE CORE PROGRAM

The chief program established in our group was two-fold. (1) How should a core program be launched from a traditional program? (2) How can a unified study program be employed as a transition from the traditional to the core program?

The group began by defining such terms as "block of time," "unified studies," "general curriculum," and "core."

The following problems were raised: What is the basic purpose of the junior high school? What kind of teachers are required for the core program? What kind of attitudes should a teacher have? What is the purpose of the core program? How does one launch the program? What factors make a difference in the various schools? What is the difference between the block of time and the core program? How are students selected and grouped in the core program? What subjects can be included as a basis for the core program? How can repetition or overlapping be avoided in the core pro-



gram? Are students in core courses adequately prepared for college? How does one find out the interests of students?

The group agreed that the functions of the junior high school should be exploratory for pupils and that the core curriculum makes it possible to achieve this goal.

We agreed that the teacher is an extremely important factor in the success of this or any other such program, that the teacher must be creative, willing to work, have at least an average knowledge of the field covered, be willing to learn, and be willing to surrender her notions of the sacredness of certain subject matter. The teacher must have faith that the children want to learn and do have basic constructive interests. The teacher needs training in the discovering of children's interests; they need to learn the techniques of teacher-pupil planning. Schools must work toward more natural living conditions; the personal needs of the youngsters are most important. The standards of society concern themselves more with attitudes than with technical skill. Multiple reference materials should be used instead of single basic texts. Integration could be achieved most easily with such areas as English, social studies, art, and music. In Michigan more schools have used the transitional method of approaching core than the experimental single section approach. It must be the duty of each community and its teachers to determine which method shall be used.

In conclusion, our group agreed that heterogeneous grouping is more practical and democratic and that the core program makes it possible to gear instruction to the motives, needs, and drives of youngsters. We agreed that the purpose of the core is study, analysis, organization, and achievement, as well as evaluation of group problems. We believe that student-teacher planning and action are very important but that subject matter has no sacred purpose in itself. We also agreed that the objectives of the core curriculum might well be defeated if we undertake to measure its achievement of conventional educational goals. The majority of the group agreed that the best approach to the core curriculum is through grouping two or more subject periods together and providing grade-wide or school-wide coverage of programs of this kind.

#### PUPIL PARTICIPATION

One group discussed the following topics: (1) Methods of orienting children from the traditional techniques of schools to the pupil-participation methods in core, (2) Methods of finding out pupils' individual needs; (3) Techniques for allowing freedom of expression and obtaining a degree of or-

der acceptable to the group; and (4) Methods of discovering and meeting the needs of the "sitters" in the group.

This group agreed upon the following conclusions: (1) Where unified study courses are well under way, students prefer them to subject-matter courses. (2) Transition to core is much smoother if started at the seventh grade and allowed to advance through the grades with the student. Teacher planning, workshops, publicity, *etc.*, must accompany any change in traditional routine. Abruptness, or failure to involve all teachers and students, will hinder understanding of any proposed new program. (3) A new teacher in the fused program must be made to feel as one with the teachers already in it. (4) Parent education on the idea is important. (5) Pupil needs can be discovered by close observation, a well planned testing program, frequent evaluation, home visits and counseling. (6) Various plans should be used for the normal flow of expression on the subjects at hand. Pupil-teacher planning can be such that needed duties and activities are checked off as completed. A where-do-we-go-from-here evaluation as the activity proceeds gives direction to all that is going on. (7) The traditional sitter may need social help. There is a reason to be found which will determine the procedure in each case.

The questions which came out in this group were as follows: (1) How can we make use of the parent and the community resource people who could participate in student activities? (2) How can we carry out teacher-pupil planning periods? (3) Will health, safety, conduct, and other important topics be taught in the core or as separate subjects?

The members of this group discussed techniques in the core, with special emphasis on participation for the whole group. Some of the points which members of this group intend to take back into the classroom are as follows: (1) Slow students are entitled to individual conferences about their weaknesses. Students may be used as teachers whenever possible. (2) More patience will help the core teacher. There are bound to be days when it would seem that time is possibly being wasted. Try to remember that democracy sometimes moves slowly and that these youngsters are being trained to live in a democracy. Don't plunge into the core and give youngsters the impression that this is something unusual. Lead into it with plenty of orientation. Set the stage, if necessary, the first few times. An ideal situation is to have a teacher-motivated unit on democracy or some orientation field which will acquaint the student with teacher-pupil planning so that they are ready for it. (3) Be willing to explain the system to other teachers if there

is a question as to what you are doing. Don't compare your methods but explain them. Try to reach parents through back-to-school-night and study groups. (4) More emphasis is desirable on character education. Group standards are needed on courtesy, ethics, honesty, responsibility, sincerity. (5) Evaluation in the core must be brought about by the students setting up certain goals and skills which they want to achieve before the problems get started. Then they are ready to mark themselves in view of how far they progress along these skills. The teacher also marks them and any differences of opinion should be discussed with the students. It would be helpful for students to evaluate teachers once in a while.

It is interesting to note that this group did not discuss subject material as such. Everyone seemed vitally interested in the students' needs and interests and in how to guide them.

The problems which this third group set at the beginning of its work were as follows: (1) determining the needs of children; (2) organizing materials and subject matter to meet these children's needs; (3) external pressure or requirements that need to be met; (4) how a course of study can be planned to include these and bring about a solution to this whole problem; (5) how one hundred per cent co-operation in group participation can be secured.

In the light of the child's problems and his need for participation in planning, the group agreed upon the following statements: (1) children must be prepared or conditioned for their use of newer methods; (2) the process of democratic planning is usually very slow—authoritative procedures may take immediate effect but are only superficial; (3) objectives must be clearly defined; (4) every child must feel a sense of importance in the group and must contribute to planning; (5) there must be a solidarity of group feeling; (6) frequent evaluative sessions should be held in which both group and individual progress is evaluated; (7) the group should do things which are their own, of common interest, and which bring about the development of group loyalty; (8) until we are ready to abandon the idea that there are certain basic factors which must be learned, the core will not be particularly effective.

#### DETERMINING PUPIL GROWTH

The basic problem is that we have failed to agree on what things should be reported. Parents find either letter or number marks satisfactory. They feel secure in knowing what they are after and in some cases they are after subject-matter mastery. Parents have been brought up to this by

their own conditioning in schools of the past. Parents frequently do not understand the broad aspects of social behavior, attitudes, *etc.* Teachers, too, are confused on terminology. Can we agree on citizenship? Do we all mark on the same clues?

The following proposals were accepted by the group: (1) Include parents in planning—in the process of their inclusion ask them what they expect of the schools today; (2) Do not send written reports home but get parents and teachers together; (3) Develop complete anecdotal records for conference and study purposes; (4) Abolish letter rating in place of direct reporting.

Our group then proceeded to discuss plans for some new means of marking. It was agreed that we must draw parents in, too, and influence them to see the value of the core plan. We must get the core off from the present plateau basis and put it on firm ground.

We must get students, too, involved in thinking and actually considering their own problems. They can be led to write their problems down and start solving them co-operatively. It is not the job of the teacher alone to evaluate core. It is a challenge to pupils, teachers, and parents together. We reached the following conclusions: (1) Evaluation should be made in terms of goals which should be co-operatively established by all persons involved. Situations differ and, therefore, different outcomes and techniques will be employed in different local situations. (2) Core programs are especially appropriate for the recognition of broad areas of citizenship. In measuring growth in such areas, we recognize the need for supplementing the present home report by letters, anecdotal records, rating scales, and above all, by person-to-person conferences. (3) We agreed that specific subject skills are useful only as a means to the more important end of successful social adjustment.

#### SCHOOL-COMMUNITY RELATIONS

The questions which our group confronted at the beginning included the following: (1) How can we discover in what respects core is an improvement over traditional education? (2) What results can we expect from newer techniques? (3) How can we explain these techniques to parents? (4) How can we secure parent co-operation and participation in the core program? (5) How can we interpret our evaluation to colleges and to students? We agreed that large classes with specialized teachers present a special problem. This problem can perhaps be met by frequent discussions and an exchange of ideas among teachers. We suggest that a broad college background is very important for prospective core teachers. It is also important that

other faculty members be asked to help and that their fear of being replaced be allayed.

Business and industry are rapidly realizing that ability to get along with others is very important for success. They are less and less emphasizing academic grades.

Students should help in planning the core. Blame or responsibility for failure should rest on the shoulders of the student group. Students should have practice in learning how to plan. We often expect too much of them too soon.

The best salesmen for the program are the students themselves. Therefore, they need to know that they are learning. This rests upon frequent evaluation. The tendency to remain traditional must be gradually overcome. The group process must be sold through constant practice in the earlier years of the secondary school. Easy problems and much guidance may be needed at first.

We should avoid creating a kind of an attitude which makes selling necessary. We need to provide more time for each teacher in order to give opportunity for varied pupil experience. Exceptional students in a class provide an especially good place for counseling and evaluating the core. Such students, who are usually college bound, tend to feel disgusted about courses in which they do not gain as much recognition for getting high grades. They sometimes think they are wasting time and losing useful subject matter. General education should not neglect such superior students but should especially challenge them. Responsibilities in out-of-school experiences, such as camping and community improvement, may be helpful in showing the future leaders the importance of general education.

Student panels are a useful means of interpreting the core program to the total faculty. In some situations two classes using traditional and core methods may be compared, especially if the same teacher has both classes. In doing so, however, special care should be taken to avoid threatening the status of other faculty members. All teachers should be shown where they can help and where they are needed. They should be used in the core classes as much as possible, should be invited to attend the teachers' meetings devoted to the problem, and should be encouraged by the administration. The whole faculty should participate in planning and should feel a personal pride in the success of the core. General education teachers must not be permitted to be set apart from the general faculty; they must be made to feel that they are a definite part of the whole program.

In interpreting the program to parents, the results of educational study can be presented with understanding. Student discussion of these problems before parent groups may help. The resourceful person will think of many other procedures.

The Michigan College Agreement affords a valuable help in interpreting core programs to the colleges. It will be necessary to continue to prepare a few students for such colleges as medicine and engineering. Colleges are entitled to information showing that students from core programs enjoy a high degree of college success. These data should be presented on an individual and personal basis. The accrediting committees and colleges should be confronted with school and community problems and should be invited to serve as resource persons on the contribution colleges can make in the solution of those problems. This process may give them a new view on the problems of the local high school. It may also avoid the misinterpretation of records by college officials.

#### FINAL SESSION

The final session on Sunday morning was devoted to the evaluation of the conference itself. Dr. T. D. Rice served as chairman for a session in which the conference participants held a brief informal discussion on specific outcomes which they can take home and use in their local situations. Some of the values and outcomes of the conference which were proposed during this session were as follows: (1) The process of getting together and sharing points of view has helped me; (2) The idea that the person doing the learning must also be doing the evaluating has been helpful; (3) The importance of seeing that all teachers share the planning of the program was brought home to me; (4) I have gained a new realization of the importance of bringing the absent teachers from our school along with my thinking; (5) I have gained some techniques for evaluating the instructional program with the pupils; (6) The plan of securing problems which was used in this conference can be helpful in a classroom situation; (7) I have secured the techniques for bringing parents into evaluation and planning; (8) I think I have learned the importance of patience in educational planning; (9) I have gained the idea of developing a field of reference for each grade level as a means of securing sequence for a core program. In a summary of the evaluation session, Dr. Rice asserted that the core program in Michigan is one of the most important developments in the national educational field and urged the conference participants to continue to work co-operatively toward its improvement and extension.

One of the highlights of the conference occurred on Saturday evening when eight students from high-school core programs in Detroit and Battle Creek were brought together in an impromptu panel chaired by Mr. Don Dolan of Western Michigan College. The questions which the students answered were raised from the floor during a brief informal discussion of groups of five or six people sitting together in various parts of the room. At the end of this session, the students were invited to ask the teachers present some questions about the core program. In response to this request, they asked three questions: (1) What is included in basic living? (2) Why are not steps taken to prevent drop-outs? (3) How can high-school students come to feel that teachers really like them and enjoy teaching them?

Conference participants agreed that the techniques which were discussed by this group of core and unified studies teachers were highly appropriate for use in any field of high-school instruction.

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#### DIRECTORY OF NASSP MEMBERSHIP

THE biennial *Directory* of the membership of the National Association of Secondary-School Principals will appear as the January, 1949, issue of THE BULLETIN (No. 159.) This publication will contain the name, position held, and address by states of each member of the Association. Members are urged to be sure they have sent the latest information to the national office at 1201 Sixteenth Street, N. W., Washington 6, D. C. This information must be sent not later than November 15 to be assured inclusion in the *Directory*. A copy of the *Directory* will be sent to all members of the NASSP and will be available to others at \$1.00 per copy. This is the Blue Book of Secondary-School Administrators. Be sure that you have renewed your membership in the NASSP and that your Association has your present position and address. If you know of other high-school principals who are not members of the NASSP, urge them to join. The membership dues are \$3.00 for individual membership (after December 31, 1948, individual membership dues will be increased to \$5.00) and \$5.00 for institutional membership (after December 31, 1948, institutional membership dues will be increased to \$8.00). Individual membership entitles the member to receive THE BULLETIN, issued monthly from October through May, and all privileges of the National Association of Secondary-School Principals. Institutional membership enrolls the principal and his school and includes two copies each month (October-May) of THE BULLETIN, two copies of *Student Life*, a 32-page magazine written by and for the high-school student (October-May), and one copy of all special publications and reports.



## Co-operation vs. Competition in Business Education

FREDERICK G. NICHOLS

**I**T has long seemed clear to the writer that competition between departments in the high school exists in considerable degree, and that the sound objectives of education cannot be achieved until one of two things happens: (1) the elimination of subject departments, or (2) complete and effective co-operation among them. Frankly, the writer prefers the former as he despairs of the achievement of the latter.

While there still is some controversy as to the objectives of education most of us are agreed on its primary aims at the high-school level. Different educators characterize these aims in different ways, but in the end it all comes down to this: Our young people must be equipped to adjust themselves to their environment most effectively, to contribute their maximal share to the improvement of that environment, to live the "good life" in the best sense of that expression, and to pull their full weight in this economic world in which we live. It takes a lot of doing to achieve this objective; a great deal more than can be done by any one *department*, or by any *group of departments*, working independently according to its own plan.

That the sum of the parts equals the whole is not true except where the parts and the whole are numerical in character. Human characteristics just don't add up in the same way. They must be fused into a composite whole, not by the additive process which converts the units involved into a single unit called the "sum", but by some other process that will retain the identity of the partial units while producing a new composite one quite distinct from any of the partial ones—a well-integrated personality.

What this seems to mean is that each of the several high-school departments may do its specialized work well and the school still fail to develop

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a single well-integrated personality. Hence we may well ask, why departments?

#### HIGH-SCHOOL DEPARTMENTALIZATION

How did the high school, like the college, become departmentalized? At the outset it was a college-preparatory school. Colleges then offered only academic or cultural programs. They considered precollege study of English, foreign language, mathematics, and science essential to college study of those subjects. That is one reason for the similarity between secondary-school and college curricula. But another was the almost universal belief in faculty psychology and in the exclusive virtue of cultural subjects as media for use in the development of the mind. Mathematics was studied to make us logical; science, to make us observing; and language, native and foreign, to make us cultured. If the colleges believed that these studies possessed all the educational virtues, then we at the high-school level must use them to qualify our students to pursue these same subjects at the higher level. If students did not go on to college, we had the satisfaction of knowing that we had sent them out into life with at least a veneer of that culture which they otherwise would have missed. Thus ran our thinking in days gone by.

Well, you all know what has become of this line of reasoning about curricular problems. You know that students do not necessarily, or even often, carry on at the college level in studies pursued at the high-school level. You know what in large measure has become of faculty psychology. You should know that the reasons for departmentalization in an earlier day do not now apply; also that no new and defensible reasons for the retention of independent departments have been advanced, unless you call the higher salaries paid department heads a reason.

Yes, the author knows that some are thinking that highly trained specialists in science, mathematics, history, English, foreign language, fine arts, practical arts, health education, and other subjects are still necessary. Who else can teach high-school subjects? Well, see what has happened. There has been, and will be more, dilution of these subjects as social studies replace the formal history sequence; as composite mathematics replaces the formal mathematics sequence; as foreign languages are dropped for numerous reasons; as general science replaces the formal science sequence; and as practical, industrial, commercial, and household arts become acceptable substitutes for almost any of the optional academic sequences—not only for purposes of general education but for college entrance as well. No longer is there that concentration on any of these fields of education which

calls for highly trained specialists. Well-qualified all-around teachers will suffice if a sufficient number of them have majored in courses represented by present departments to an extent that will enable them to provide reasonable leadership in a special field of their choice.

The college-preparatory group is being included to the extent that members of that group are going to colleges which still demand for entrance the traditional courses. This is the highly specialized group for whom some special arrangement must be made, either within the school or in a separate school. There is more sense today in a separate college-preparatory school than there once was in a separate vocational school. More students need what the latter has to offer. It may be that where a separate college-preparatory department or school cannot be maintained for lack of members, the school committee should consider using private-preparatory schools for this purpose. That might be not only cheaper, but also more satisfactory from every point of view. A better job would be done with both groups, the college preparatory and the noncollege preparatory.

What has been said about over-departmental specialization applies to the business and vocational departments as well as to the others. They too are offenders through over-specialization. In the business department, we find sub-departments competing with one another—shorthand or secretarial, accounting, clerical, social business, distributive, and others.

Now the writer has stressed this departmental matter because he believes that as long as there are departments so long will there be competitive frictions that militate against the achievement of the primary aims of secondary education. But the writer knows full well that departmentalization will be with us for a long time to come, not because it couldn't be done away with at once if responsible department leadership willed it so, but because rarely, if ever, does it happen that special interests take the initiative in a move to eliminate themselves.

#### GREATER GENERALIZATION

The trend toward greater generalization and less specialization at the high-school level is unmistakable. Present evils will some day be remedied. In the meantime, some progress in the field of secondary education can be made by active and full departmental *co-operation* as a substitute for *competition*.

Now the writer must be more specific as to evidences of the competition and frictions of which he complains. And for this evidence he will draw on his own field.

There can be no doubt about the fact that there is much harmful friction between the social studies and business departments. There would be much more friction were these two departments to come together closely enough to produce it.

In New York, "commercial geography" is taken over by the social studies department because its title includes "geography." The business department resents this intrusion into its carefully staked out preserve. Its consent was neither given nor asked for. It was ignored. Likewise, "business economics" has been absorbed by the social studies department in New York because its title includes the word "economics." Again the business department's consent was not sought.

Of course the social studies people are not much disturbed by the friction thus stirred up. They got what they wanted, and without feeling the heat of the friction caused since they did not have to win a hard-fought battle to get what they wanted. The authorities in control were on their side, and issues were not joined. But at the state department level, and among commercial teachers throughout the state, there is resentment against what they believe to be evidence of the struggle for departmental dominance by the social studies group.

The author hastens to add that in fairness to all parties concerned it must be admitted that the leaders in business education, as well as business teachers, have shamefully neglected both "business economics" and "commercial geography." Only a minute fraction of their students were encouraged to enroll for these subjects. In fact only here and there were such courses offered. So, the readers say, what are you complaining about? Just this: Lack of co-operation in considering what to do about these two subjects, and the resultant harmful friction that will prevent or make unnecessarily difficult much-needed co-operation between these two closely allied departments. There are other subjects about which controversy is likely to arise in the days ahead—business law, consumer economics, consumer goods, junior economic training, and perhaps others.

Furthermore, there is no evidence that commercial geography and business economics will be handled any better as "segments" of a social studies sequence than they have been as parts of the business curriculum. That the teachers who teach these segments will be better qualified to handle them well is not obvious. The plain fact is that failure on the part of the social studies and business leadership to get together and plan what is best to be done with these subjects to make them fulfill their functions as parts of

both general and business education makes it inevitable that boys and girls will be cheated out of their right to the best that can be offered them in these areas of education.

Another classic example of competition between these two departments may be cited. The director of business education in one of our largest cities not long ago conceded that the clerical type junior business training being taught to hundreds of junior high-school children is all wrong, but he refused to change over to a more defensible type of training because to do so would be to invite a demand on the part of the director of social studies that junior business training be transferred to his department. Co-operation? Not at all. Unadulterated competition, and at the expense of youth. Most blame here rests on the business director, but the social studies director must accept a share as he has never taken the initiative to bring about that degree of understanding of their common problems which must underlie the co-operation needed for the most efficient management of the two departments in the interest of the young people of the community. It is perfectly obvious that each department head suspects the other and that co-operation is impossible where it is most needed.

To show what can be done, the writer may merely point out the almost completely unique case of the head of a business department who conceded business economics to the social studies department, but continues to teach the subject under the social studies director. Thus both are contributing to the success of the course, and students benefit accordingly.

There is much friction between the *home economics* department and the *business department*—much overlapping and needless duplication, much loss on the part of students of both departments. Textiles, consumer goods, budgeting, household accounts, buymanship, home finance, and other subjects are all covered by both departments, each without the slightest attempt to co-operate in the interests of the total program of general education. Duplication is not necessarily bad. Some is desirable, with different emphasis and in different instructional relationships. It is *unnecessary, unplanned* duplication that is bad. Lack of active co-operation results in this kind.

Between the English department and the business department, lack of co-operation has developed in places. Business English, what is it? Where should it be taught? By whom? How? Here are enough questions to generate quite a bit of friction. But co-operation between departments will prevent it from developing. In some schools, the English department will not co-operate. So, separate business English classes are organized. In other

schools, there is co-operation, and practical English is taught by the English department for business students. The sad part of it all is that both departments usually are in the wrong. One wants too much specialization and the other wants too little. Only by genuinely honest co-operative effort to reconcile these differences can something more nearly ideal be developed and offered successfully.

#### CONVICTIONS OF THE AUTHOR

More illustrations of the point might be made, but there is neither the need nor the space. Lest the writer be accused of departmental bias, however, he wants to express concretely a few deep-seated convictions which cause him to plead for departmental co-operation instead of departmental competition.

He does not believe in teaching the history of commerce at the high-school level, but he does believe in stressing the commercial aspects of history along with other aspects of it. He does not believe in general business English as such, but he does believe in emphasis on the practical in the teaching of English not, of course, to the exclusion of the purely cultural aspects of the subject. Furthermore, to the extent that specialized English is required for any group of students, shorthand or salesmanship for example, it should be taught by the vocational teacher as a part of his vocational courses.

He does not believe in business arithmetic as a separate subject, but he does believe in more attention to arithmetic in all courses where figure-work is involved. Specialized arithmetic can best be taught as *related work* in any course where it is needed. He does not believe in the four-year sequence of socio-business courses about to be proposed by a group of business educators, but he does believe that as much as two units of such work should be offered in the commercial department where real vocational business training is properly undertaken. He does not subscribe to the view that by carefully selecting material to be dictated in shorthand classes much value in terms of social and civic understanding will emerge from this procedure.

You see, he is not pleading the cause of business education as against general education. Nor is he pointing a finger at the academic departments alone and charging them only with failure to co-operate. He is indicting all departments, not in every school situation of course, and is saying that unless and until there is an almost complete obliteration of departmental lines in the discussion of mutual problems there can be no adequate and sure preparation of youth for the responsibilities of life. No department can make its best contribution to the complex job of training youth for life ex-

cept in close co-operation with all other departments. Let's quit giving lip-service only to this point of view, and actually do something constructive toward its implementation in our secondary-school educational venture. No department should wait for the others to move. Each should comb its field for points of contact with other fields and set about the business of getting together all parties concerned for an attack on their mutual problems.

## SUMMARY

Perhaps what has been said sketchily can be summed up as follows: It would be a fine thing if all departments in full co-operation could be induced to do these things:

1. Agree upon the irreducible minimum of general education for all.
2. Pool all their instruction materials and divest themselves of their departmental names and status.
3. Select from the common pool all materials needed for the achievement of the high-school education agreed upon as necessary for all.
4. Organize selected material into segments of instruction without regard for traditional department lines.
5. Combine these segments into a required minimal program of education which will bear little resemblance to traditional subject "constants," or even to the current "core curriculum" of traditional subjects.
6. Assign the best qualified teachers to teach each segment regardless of his previous departmental affiliations.
7. In short, form a team for the achievement of the primary aims of secondary education.

Surely, the writer knows what the readers are thinking—administratively impossible. Perhaps so, where the will to united action is lacking. The writer is old enough to have had a part in the accomplishment of many impossible things. He is still young enough to believe in the achievement of even more difficult tasks. Right now public interest in secondary education is aroused as never before in his half century of service in education. Take advantage of it. Resolve to shake off departmental shackles to the extent that they have outlived their usefulness, and strike out in new directions with every assurance of public support and ultimate success. Let's cease being departmental specialists, and become *educators* in fact, not merely in name.

## Developing Standards of Behavior for the Early Teens

CARL L. BYERLY

**E**ARLY adolescence is frequently as much a period of tribulation for the parents as it is for the boys and girls concerned. It is almost a truism that outside-of-school activities, tensions and frustrations have a direct bearing on the ability of a student to profit from school experiences. The question is how much interest or responsibility should be taken by the school in matters of a family or social nature? Such matters frequently provide the subject matter of parent-teacher conferences, PTA meetings, and similar groups, but too often nothing tangible comes from these discussions.

In the Wydown School of Clayton, Missouri, a residential suburb of St. Louis, the ninth grade has a school setting all to itself. Matters of early adolescent concern come to a direct focus in such a situation; there are no other age or grade groups to be considered. Early in the fall of 1946 the Parent-Teacher Association, which enrolled eighty-five per cent of the parents, the student government, and the faculty discussed the possibility of jointly setting up some standards which would be a guide to parents as well as students in the personal and social situations which most frequently give rise to difficulty.

### A QUESTIONNAIRE STUDY

In order to determine what would be an acceptable standard, a questionnaire was devised which would enable parents and students to register opinions in such a way that a consensus could be derived. The questionnaire covered nine major areas: (1) Dating; (2) Opinions concerning parties and social functions; (3) Hours and conditions of home study; (4) Use of leisure time; (5) Fraternities and sororities; (6) Evening use of telephone; (7) Participation in noncurricular activities; (8) Drug store congregation of

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students; and (9) The proper function of the school in relation to the home.

The following is a copy of the questionnaire used:

*What Is Your Opinion?*

*It is not necessary to sign your name but please indicate whether you are: a parent?.....; a boy student?.....; a girl student?.....*

1. *About dates for Wydown students?*

- a. Should dating be expected at this age? Yes.....No.....
- b. Should dates be approved but under definite restrictions? Yes.....No.....
- c. Should dates be disapproved as single couples but approved for two or more couples going together at this age? Yes.....No.....
- d. Should dating be permitted without restriction on week ends? Yes.....No.....
- e. Should dates be approved only for church and school functions? Yes.....No.....
- f. Should dating be encouraged by adults? Yes.....No.....
- g. Your comment, if any:.....

2. *About parties and social functions?*

- a. Should such affairs be restricted to Fridays and Saturdays except during holidays and vacation periods? Yes.....No.....
- b. Should birthday parties be exceptions to above? Yes.....No.....
- c. At what hour should week-end mixed parties end? Yes.....No.....
- d. Do unchaperoned parties meet with your approval? Yes.....No.....
- e. Should boys and girls go directly home after parties? Yes.....No.....
- f. Should formal dances at school be postponed until the students are older, i.e., until they are in senior high school? Yes.....No.....
- g. Your comment, if any:.....

3. *Concerning hours and conditions of home study?*

- a. Should students be expected to have some home work almost daily? Yes.....No.....
- b. Should a definite time be set aside for home work each evening? Yes.....No.....
- c. If home study is necessary, should the radio be on at that time? Yes.....No.....
- d. Should parents be expected to assist with home work? Yes.....No.....
- e. Your comment, if any:.....

4. *About a student's use of leisure time?*

- a. Should a boy or girl be expected to be able to entertain himself or herself alone frequently? Yes.....No.....
- b. What magazines do you think every teen-ager should read, if any? (List them)  
.....
- c. Should teen-agers read movie magazines and others of the "true romance" variety? (If "yes," please comment below.) Yes.....No.....
- d. Should teen-agers read comic magazines or books? (If "yes," please comment below.) Yes.....No.....
- e. How many times per week, on the average, should teen-agers go to the movies? Yes.....No.....
- f. Should movie-going be restricted to week ends? Yes.....No.....
- g. Should teen-agers be allowed complete freedom in the selection of movies to attend? Yes.....No.....
- h. Your comment, if any:.....



5. *Concerning fraternities and sororities?*
- Do they serve a definite need in the lives of teen-agers? Yes.....No.....
  - Do you consider them as having an undesirable influence on the lives of boys and girls? Yes.....No.....
  - Do you think more adequate substitute activities should be provided by the community? Yes.....No.....
  - Further comment, if any:.....
6. *Concerning the evening use of telephone?*
- Is it a problem in your house? Yes.....No.....
  - Should boys and girls be restricted in any way in the use of the phone? Yes.....No.....
  - If "yes," what do you suggest?.....
7. *About the number of activities in which a boy or girl should participate?*
- Have school activities replaced other desirable clubs; such as scouts, church groups, etc? Yes.....No.....
  - Should there be fewer clubs and extracurricular activities sponsored by the school? Yes.....No.....
  - Your comment, if any:.....
8. *Concerning drugstore congregations of students after school?*
- Do you consider it as inconsequential, or no problem? Yes.....No.....
  - Should it be considered a parent's problem? Yes.....No.....
  - Should it be considered a community problem? Yes.....No.....
  - Should it be considered a school problem? Yes.....No.....
  - Should it be considered purely a matter for the store managers to control? Yes.....No.....
  - Should the community or the school provide some activity for boys and girls from 4 to 6 P.M.? Yes.....No.....
  - Should parents require students to come directly home when they leave school? Yes.....No.....
  - Your comment, if any:.....
9. *Concerning the proper function of the school?*
- Should the school provide more information of a social hygiene (more commonly called sex education) nature? Yes.....No.....
  - Should this be strictly a matter of home and parental responsibility? Yes.....No.....
  - Is the school having to assume too many functions that belong to the home and parents? Yes.....No.....
  - Should the high schools do more to educate for home and family living for both boys and girls? Yes.....No.....
  - Should the schools restrict their function to teaching academic subjects? Yes.....No.....
  - Your comment, if any:.....

The questionnaires were mailed to parents so they would be received on the day the students filled them out at school. One hundred per cent co-operation was received from the student body and eighty-two per cent of

the parents responded. The results were tabulated in three groups—boys' responses, girls' responses, and parents' responses.

From the data obtained from the questionnaire, a code of standards was drawn up by a joint committee of students, parents, and teachers. On the Code Committee were eighteen students (a boy and a girl elected by each of nine home rooms), seven parents (appointed by the PTA president), and four faculty members (including the principal and the school psychologist). The chairman of the Code Committee was a parent and the faculty members acted in an advisory or consultant capacity. It is obvious that the student vote on the Committee outnumbered the parent and faculty vote combined, but no such cleavage developed either in the discussion or the voting on interpretation of the issues or on the items to be included in the Code.

Several evening sessions of the Committee were necessary to put the Code in final form. It was then presented to each home room for adoption and finally to a meeting of the Parent-Teacher Association. In each case the Code was adopted almost unanimously—it was unanimously endorsed by the parents.

Thus as a result of several months' application of the democratic process, an acceptable standard of conduct in different situations was developed. A rational procedure was followed to find tenable solutions to issues that are frequently dealt with arbitrarily and without uniformity. One of the disturbing features was the fear on the part of a few students that they were going to be asked to "take a pledge" and there was some agitation on the part of a few parents (not on the Committee) to secure such a code. But this point was one of the first issues settled by the Committee—that their job was to set up a standard to be used as a guide rather than a rigid and coercive code to be imposed on anyone.

After adoption, the Code was printed in an attractive leaflet and distributed to both parents and students. It is also included as a part of the contents of the *Student Handbook* which all freshmen receive when they enter the school. This year it is being subjected to review and analysis for any possible changes which a new student body (and parent body) may desire.

#### OUTCOMES OF THIS PROCEDURE

The outcome of this project has many facets. A definite opportunity was provided for social action which caused a whole community to do some real thinking on youth problems which are universal in American commu-

ties. The students were given the major responsibility in working out a set of standards for their activities. Thus self-direction and skill in analyzing the importance of personal and social behavior were obvious outcomes so far as the students were concerned. A sharpened sense of social values and a recognition of individual responsibility for school and community welfare were very logical and evident results of the project so far as the students were concerned. It was also a definite educational experience for all parents. As a result, there is a closer, more intimate relation between the parents and the school—a feeling of mutuality of concern because there has been genuine satisfaction in working together, in joining minds and hearts toward the solution of an ever-present problem, a recognition of the changing needs of youth.

#### THE CODE

The Code is described as "A Statement of Norms For Activities of the Early Teens," and it should be borne in mind that only ninth-grade students attend The Wydown School. It reads as follows:

##### *Social Affairs*

1. *Parties.* When school is in session, all parties and social functions, wherever held, should be scheduled for Friday or Saturday. Birthday parties should be held on the nearest week end unless they are early evening dinner parties.
2. *Chaperons.* Adult chaperons should be present at all parties, social functions, and mixed gatherings.
3. *Dating.* If the student has reached sufficient social maturity to be interested in dating, it should generally take the form of multiple dating—that is, two or more couples together. Dating should be restricted to week ends and students should be home at a reasonable hour.
4. *Hours.* Week-end, mixed parties should end no later than 11:30 P.M. Boys and girls should be expected to go directly home after parties. It is recommended that provision should be made for students to be picked up by parents.
5. *Formal Dances.* Formal dances should be postponed until senior high school.

##### *After School and Evening Activities*

6. *Parental Responsibility.* The parent is responsible for student's activities as soon as he leaves the school grounds, and the parent should understand and assume this responsibility.

7. *Returning Home from School.* There should be a definite understanding between the student and his parents whenever meetings are scheduled after school, such as rehearsals, games, club meetings, *et cetera*. The student should be expected to go home directly from school unless previous arrangements have received approval by the parents concerned. If there is to be any type of delay or interruption in the student's return from school, the student should telephone this information to his parents.
8. *High-School Fraternities.* Membership in fraternities and sororities at the high-school level should not be encouraged or approved.
9. *Use of Telephone.* The telephone in the home should be used with consideration for the convenience of others. The number of calls and the length of each call should be restricted. Also, the time or period during which calls may be made should be controlled.
10. *Individual Entertainment.* Every student should develop some hobby or interest which will enable him frequently to entertain himself alone—without group stimulation.
11. *Reading Materials.* The reading of cheap or sensational magazines and books should be avoided. Comic books and magazines should be approved if chosen with discretion and provided that they do not crowd out other more worth-while reading.
12. *Movie Attendance.* Attendance at movies should be limited to one per week and should be restricted to week ends and holidays.
13. *Homework.* In the case of most students, a moderate amount of homework should be expected. A definite time and place should be set aside for homework each evening, and a situation should be provided which is conducive to application and study.
14. *Radio Programs.* It is generally agreed that radio programs interfere with concentration. For this reason, the radio should not be on during the home-work period.
15. Magazines recommended by parents and students for early teen-agers.

Rank	Magazine	Rank	Magazine
1	<i>Life</i>	7	<i>Boys Life</i>
2	<i>Reader's Digest</i>	8	<i>Miss America</i>
3	<i>Seventeen</i>	9	<i>Popular Mechanics</i>
4	<i>Time</i>	10	<i>Popular Science</i>
5	<i>Saturday Evening Post</i>	11	<i>National Geographic</i>
6	<i>Calling All Girls</i>	12	<i>American Girl</i>

## Rural Recreation

B. EVERARD BLANCHARD

**A**N aroused public interest in the field of recreation throughout the United States since the advent of World War II has truly verified a statement made by the Advisory Committee on Education when it cited in 1939:<sup>1</sup> "In no other field of human endeavor is the ounce of prevention worth so much." More important still, were the various emergency programs sponsored during the war years which not only demonstrated the necessity for recreational service, but also stimulated the development of new and valuable methods of making unlimited provisions for it.

That recreation has been a neglected "orphan" and even considered a "fad or frill" in some states from the standpoint of organization, administration and supervision is amply supported by the Maryland survey in which some 13,528 youth from eighteen to twenty-four years of age were asked if they regarded facilities for community recreation adequate. Of these youth who believed that recreational facilities were inadequate, twenty-eight per cent reported that they should most like to see their communities add parks and playgrounds to their recreational programs, twenty per cent expressed a preference for community centers, and sixteen per cent wanted swimming pools. Smaller percentages wanted movies, cultural and educational facilities, dance halls, clubs, and more supervision.<sup>2</sup>

Though rural areas have expressed an interest in the development and growth of recreational service to youth, it is common knowledge that such localities are handicapped by both economic causes and the lack of competent leadership. Rural vicinities in themselves can never hope to rival their urban neighbors. Despite the contrasting differentiations between rural and

<sup>1</sup>The Advisory Committee on Education. *Education in the Forty-Eight States*, Staff Study Number 1. Washington, D.C.: Superintendent of Documents. 1939. P. 86.

<sup>2</sup>*Ibid.*, p. 85.

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urban areas to provide recreational outlets for youth during their teen-age period, it is interesting to note information released from the Recreational Division, Office of Community War Services, Federal Security Agency. The data refers to the growth of recreational services in the United States during 1943. For example, ninety-eight new recreation departments (mostly municipal) have been established; 112 other communities in thirty-two states are making plans for establishing a department; 232 youth centers were established, bringing the total to well over 1,100 in the country; 1,500,000 youth were cared for in day camps; 1,000 new recreation centers and play areas were opened for the first time; 605 schools opened for the first time for recreation; and 705 new summer playground programs for children were set up (1943).<sup>2</sup>

Reviewing the above mentioned information appears to make the picture look rosy from the standpoint of meeting the needs and interests of our youth; however, since the completion of World War II, a laxity in the promotion of such activities faces us at the present interim.

A brief history of the growth of recreation points to the fact that private agencies were initially interested in promoting recreation for people. A short time later, recreation became the concern of public agencies, particularly municipal governments. During the past war years, state governments became involved in sponsoring recreational pursuits. Due to the disparity between rural and urban localities with regard to administering recreation, what particularly interests us at the present is to equalize recreational opportunities for all youth. A state supported program might reach every youth and the inequities between parts of the same state could probably be reduced, if not entirely eliminated. Our question at this point might well be, what can be accomplished so as to revive interest, provide competent leadership, promote co-operation, and finance a program that will be directed toward the provision of activities which will assist youth in building a better future citizenry?

#### WHAT THE SCHOOL CAN DO

Realizing the limitations and scope of the problem of recreation, the writer would like to suggest some tentative proposals merely as a step toward encouraging critical thinking, objective planning, and possibly some necessary action which might be directed toward assisting youth solve their problems in a fast moving world.

<sup>2</sup>Weekley, Harold J., and Woodward, Stewart. "Recreation Is State Business." *The Journal of Health and Physical Education*. Vol. 16, No. 5, May, 1945, p. 280.

1. Provide the necessary leadership.
2. Select outstanding pupils for training as recreational leaders and afford them work experience in summer camps and in industrial and city recreational programs.
3. Interpret the purposes, values, and benefits accruing from participation in recreational activities to the public at large.
4. Appoint a faculty committee to determine the school's course of action in the recreational program.
5. The student council may aid in contributing valuable suggestions and co-ordinate their efforts with the faculty committee and varied community agencies,
6. The PTA can endorse, promote, interpret, and develop a sustaining interest between the parent and the teacher.
7. Extracurricular activities, such as the band, glee club, social clubs, Junior Red Cross, Boy and Girl Scouts, intramural activities, *etc.*, may often be carried over through the summer months.

#### WHAT THE COMMUNITY CAN DO

1. The Advisory Committee on Education suggests<sup>4</sup> that, in the larger communities, consideration should be given to the desirability of organizing in the government a department of recreation with a separate budget.
2. For smaller communities, it might be possible to encourage the establishment of county or regional agencies for the purpose of developing and directing a recreational program.
3. Surveys ascertaining youth needs, interests, capacities, attitudes, and aptitudes might be encouraged.
4. Surveys of local resources might assist in planning what recreational opportunities might be offered.
5. Co-operate with the public school health, physical education, and recreation program.
6. The churches, YMCA, YWCA, social, fraternal, business, and civic agencies should co-ordinate their services and arrive at a better understanding concerning recreational policies and their proper execution.
7. A Citizen's Advisory Committee on Recreation might be encouraged to act in an advisory capacity to the department of recreation.

<sup>4</sup>*Op. Cit.*, p. 85.

## WHAT THE STATE CAN DO

1. Establish a state department of recreation manned by competent leaders in the field of recreation.
2. Set up criteria for evaluating candidates for state recreation positions.
3. Designate the state department of recreation as a clearing house for information relating to problems in recreation.
4. Encourage the preparation of special teachers of recreation in institutions of higher education.
5. Provide state funds for recreation as are provided for general education in the public schools.
6. Provide proper auditing of state funds given to local communities.
7. Encourage local community planning and direction toward recreational goals.

**DECEMBER ISSUE OF BULLETIN ON TESTING**

**T**HE December, 1948, issue of *THE BULLETIN* (No. 158) will be devoted entirely to the topic of "Using Tests in the Modern Secondary School." This issue is being prepared by the Committee on Testing of the National Association of Secondary-School Principals. In the work of the Committee, a survey has been made of the test literature in the secondary-school field; notices of the project with requests for the submission of field practices were distributed; and follow-up letters were sent to selected schools asking details of test organization and usage. Dr. Joseph E. King, Director of Industrial Psychology, is a member of the Committee and has been assigned as the staff writer. It is the hope of the National Association of Secondary-School Principals and its Committee on Testing that this presentation may be of practical assistance to teachers, counselors, and administrators in the secondary schools. The publication will be sent to all members of the National Association of Secondary-School Principals and will be available to others at \$1.00 per copy.



# A Twelve-Month Program in Gladewater High School

ALEISE CLINE

**F**OR the past two summers Gladewater Junior-Senior High School has expanded its usual summer activities to make them a well-rounded and integral part of a twelve-month school program. In accordance with the general, forward-thinking program as outlined by both the Texas State Teachers Association and the National Education Association, the faculty and administration believe that the summer months are a time for the addition of new activities to replace others which have been temporarily suspended. It is an opportune time to strengthen the skills of the student who has shown that he needs additional help and to facilitate the educational growth of a student who must take a full-time job as soon as possible.

During the summer, Gladewater Junior-Senior High School offers a wide choice of elective subjects and activities to its students. At the same time, through its guidance program, it makes sure that each student has had adequate background and training in subjects necessary to make his college work or his job one he can master independently and confidently. This expanded summer program was designed to complement the schedule of a student needing extra hours in vocational subjects in preparation for a job, to give a prospective college freshman a needed review, and to allow the student who must have a full-time job to take courses which will enable him to complete his high-school training more quickly. At the same time it provides recreational facilities and activities for a community.

One of the most outstanding accomplishments was made through the reading clinic. The regular diagnostic testing program and the observational reports of classroom teachers revealed those students who were below their expected level in reading age or grade equivalent. Then followed an analy-

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sis of the deficiencies of these students, including the student's explanation of his problem. At the conclusion of the series of summer lessons, all students had shown marked improvement. Some had advanced their reading level as much as four grades, and all of them were prepared to attack their classroom work more efficiently. Library circulation increased, and some students knew for the first time the joys of recreational reading. The class was not confined to junior and senior high-school students alone, but included all others who wished to take it.

As part of the summer recreation program, high-school boys were organized into a softball team. They participated in the city league against other teams composed of local citizens. This organization proved to be one of the most popular groups in the recreation program. Valuable hours of leisure time were utilized for physical development, for fun, and for teamwork. There was no cessation of the athletic program. Boys became better acquainted with the businessmen of the city, and patrons were enthusiastic in their support of a worth-while activity.

Having taken a fifty-year lease on the municipal swimming pool and adjoining park, the school was able to offer recreational swimming to all youngsters. At the same time, it provided swimming lessons for beginning and advanced groups by a competent instructor on the faculty. This instructor was trained in the Red Cross Aquatic School. Many pupils passed required tests for lifeguard badges issued by the Senior Red Cross. From this project in swimming came the champion in the fifty-meter breast stroke in the Texas Women's Division and the local champion in freestyle swimming for women. Assisting the instructor as monitors and lifeguards were older students who had previously earned lifeguard badges. That the school has undertaken a long-range program is evidenced by the fact that it plans, in addition to improvements on the swimming pool, the construction of a softball field adjacent to the park and the addition of more tennis courts.

The music department continued its work with groups of students and with individuals. Twirlers, drum majors, band members, and students of strings classes spent hours in practice, moving in and out of practice rooms always open for their convenience, and receiving individual instruction from a director ready to assist them. Boys who were enrolled in agriculture classes continued projects that they had begun earlier in the year. Under the teacher's supervision, they gathered crops of peanuts, carried vegetables to market, and worked in the rose fields. Homemaking teachers, while visiting the

homes of students to inspect summer projects, were also acquiring information about the community life and home background of young people. This knowledge is useful in carrying out the general guidance program.

When the regular school term reopened in the fall, many benefits of the summer program became evident. Hours that otherwise would have been idled away at pin-ball machines and with comic books had been utilized for self-improvement, for recreation, and for vocational training. The school had greatly aided its students to prepare for jobs immediately, particularly those young people identified as needing help by the much-discussed Prosser Resolution. The school had contributed to a community program for the guidance of its youth. It had offered summer employment to a number of its teachers. Most important of all, the school had built a program upon the principle that the school plant can serve its community on a year-round basis and that the education of youth is not an intermittent seasonal affair.

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**CATALOG OF FILMS**—Catalog Number 11, a compilation of the latest in 16 mm sound films, has just been published by The Princeton Film Center, Princeton, N. J. Copies may be obtained without charge by writing The Film Center and mentioning this publication. Illustrated and featuring eight sections in which a wide variety of visual aids and entertainment shorts are listed, the catalog runs to nearly 100 pages. Subjects included have a running time ranging from 10 minutes to a full hour; both free and rental films are offered to all organizations with 16 mm sound projection facilities. The catalog presents a wide selection of the best in documentary films, as well as pictures that teach racial tolerance and international understanding. A complete section of The March of Time Forum Edition, a library of more than two score titles on this and many other nations, is among the features.

Visual aids for the classroom include subjects on American and world history, the forty-eight States and the Latin American countries, the social and the natural sciences, arithmetic and geometry, safety and health, literature and numerous other fields. The safety films include a number of shorts directed toward industrial plants, which will also find scores of other subjects of value in industrial training and relations. Sport, travel, comedy, adventure and musical shorts are all offered in the entertainment section of the catalog. Those requesting copies will have their names placed on a list to receive supplementary announcements of new films at regular intervals.

## The Core Approach to Consumer Education

CHARLOTTE C. WHITTAKER

**D**URING the school year of 1947-48, consumer education was the major area of study for the senior core classes of the New School, the experimental division of the Evanston Township High School. The decision to designate this area came as a result of the search for a practical area for the final year and of Dr. Francis L. Bacon's suggestion that some group might experiment with consumer education as outlined by the Consumer Education Study of the National Association of Secondary-School Principals.

Core studies, a two-period course, giving credit in social studies and English, has as its major purpose the developing of citizens who will lead satisfactory personal lives and at the same time contribute to American democracy. In the opinion of the director of the New School, Dr. Charles MacConnell, and the staff, consumer education offered a fruitful field for achieving this purpose and for developing the skills, attitudes, and backgrounds stressed by the New School. In this division the emphasis is not upon a standardized body of subject matter, but upon teacher-pupil planning, carrying on research, and organizing and presenting material effectively in oral reports and discussions. Since the information in the field of consumer education is neither absolute nor static, the staff believed the core problem-solving approach and evaluation processes would provide techniques for cultivating awareness and the habit of investigation which lead to valid judgments.

When the average person thinks of consumer education, he thinks of budget-making, buymanship, and saving. Such a restricted course would have little appeal for modern adolescents, whose dreams recognize no

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boundaries and who have no desire and expect no need for penny-pinching. The newer concept, developed by the Consumer Education Study, offers a broad field, including not only money-management, purchasing, investment, insurance, and law for the consumer, but also the investment of time and money in recreation, in college study and career preparation, and the developing of values and a philosophy of living.

The handbook, *Consumer Education in Your School*,<sup>1</sup> for teachers and administrators, shows the wide range of approaches to the subject. The "Consumer Education Series," a sequence of units for high-school students, were the guidebooks and the basic reading for the core groups. To the units outlined in these booklets, the core pupil-teacher planning added related problems of family living and consumer citizenship, which includes protecting one's own welfare in the purchasing of government services and promoting the welfare of society.

A core class is an active democracy, functioning through committee organization, constantly proposing, planning, and evaluating. Because of the "family spirit," which makes possible the free expression of emotions, opinions, and doubts, student interest was the major consideration in outlining units.

#### GUIDANCE

*Investing in Ourselves* was the first unit explored, with the help of the booklets *Investing in Yourself* and *Managing Your Money*. Every pupil took the twenty-to-thirty hour battery of career tests given on a volunteer basis by the Evanston Township High School Guidance Services Department. After the general aptitude, achievement, personality, and interest inventories, special tests designated by indications of interest or ability were finished by Thanksgiving. Individual interviews by trained counselors, at which parents were present, gave progress reports and suggestions for future development. Pupils then joined one to three career clubs, jointly sponsored by the local Kiwanis Club and the high school and led by men and women actively engaged in the vocational fields under consideration. Several students gave service and attained leadership in these clubs.

While the tests were being taken, letters asking for information, catalogues, and applications for admission were sent to colleges, art schools, and vocational schools. Budgets for a year at representative schools were prepared and discussed. Panel discussions were held on topics; such as, the advantages and disadvantages of small colleges, men's and women's colleges,

<sup>1</sup> Published by the Consumer Education Study of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C.

co-educational schools, and large universities; general education *versus* early specialization; the *pros* and *cons* of sororities and fraternities; ways and means of financing a college education; and continuing one's education outside the schoolroom.

With the motivation given by this unit, pupils were inspired to positive and independent action. One boy who must be self-supporting, by beginning early and investigating every scholarship offering, interviewing college representatives, taking tests, and writing effectively phrased letters, succeeded in setting up a sound program for financing college. He won a \$700-a-year scholarship at a school of high standards for four years and was promised one job in the college dining room and another singing in a church choir. He planned a savings program for his summer wages. Another boy, whose first three years had been just above average, became aware of his potentialities, made a fine scholarship record and was accepted by a technical school with a highly restricted enrollment. A somewhat timid girl, encouraged by group approval, had her ambition aroused and her interest in art validated by skills tests. On her own initiative, she offered to work Saturday mornings learning to handprint glassware. Last summer she earned fifty dollars a week to finance continued education at the Chicago Academy of Fine Arts. A boy who is going to Sweden this year as a member of a musician's group thought he could not afford college, but he has now taken the entrance tests for 1949 admission to the Evanston Community College work-study plan. A girl who is considering biology as a major field gave a daily study period as an assistant in the biology laboratory under the core's volunteer work-experience plan. Under this program, a third of the group assisted in the library, office, or classrooms for job experience and for good public relations.

Perhaps the most satisfying result of this unit was the growth in self-realization and the perception of potentialities, recognizable throughout the year, measured in improved scholarship, in more active participation in activities, and in greater poise and confidence. The interest in themselves and each other welded the group together and gave the instructor information and a starting point for personal guidance.

#### CONSUMER BUYING

The booklets, *Using Standards and Labels* and *Learning to Use Advertising*, and textbooks from home economics courses were guidebooks for the committee preparing the mimeographed outline of reports and discussions in the second unit, *Consumer Buying*. After discussions of American incomes

in various occupations and areas, the techniques of wise buying were the subjects of reports. In gathering material, the previous experience and contacts of core members were utilized. A boy who works in a clothing store reported and led discussions on the purchase and care of men's clothing. Clothing budgets for the senior year of high school and the first year of college or work were set up by one of the girls. Girls who were taking home economics took the lead in discussing savings through skill in sewing or in the wise selection of clothing. A boy whose father is a contractor reported on home purchasing and home building. He began with choosing a location and financing, discussed the work of the architect and contractor, and exhibited blueprints and also some drawings he had made. The son of a chain-store executive discussed special sales, leaders, and price changes. Several boys had worked in stores. One boy's employer took an interest in the class program and sent inventory forms, reports of daily sales, and wage sheets for our examination and also arranged for the boy to visit the main office.

In addition to discussing the use of standards and labels, grade labeling *versus* brand labeling, and advertising, the core had a report of research into Evanston's ordinances and local practices in merchandising food. One student spent several hours at the Chicago Better Business Bureau office gathering material for a report on the work of that organization. After writing to government agencies and getting sample copies of Consumers Union and Consumer Research bulletins and the pamphlets of various business agencies, the help given the consumer by *all* types of agencies was evaluated.

#### INVESTING MONEY

Core, because of its informality and flexibility, capitalizes on the experiences of its members, its many visitors, and upon the resources in its parents group. The third unit, *Investing Money*, which included insurance, bank services, real estate, stocks, bonds, and consumer credit, leaned heavily upon parent participation. New School parents are accustomed to being called upon to aid in research, talk before classes, or arrange and chaperone tours. After the class read *Buying Insurance*, the daughter of an insurance broker reported and led discussions on types of insurance policies, bringing *realia* in the form of policies and charts. The reporter on fire, marine, and casualty insurance interviewed several insurance agents, visited the national headquarters of one company in Evanston, and compared the coverage offered by a variety of policies he brought for inspection. The brother of one of the group, a lawyer and trust officer, sent materials from New York for the discussion of trusts and wills. A Northwestern student, making an extended observation of the class,



contributed by arranging for her husband to send out films from an insurance company and by adding materials she gathered for her term paper on consumer education. On a regular evaluation report and at a meeting of the parents of this class, the instructor asked the fathers to enter into this project by explaining their insurance and investment programs to their children, not for repetition in class, but for background. One father, pleased by his daughter's interest, helped her prepare a report on government and municipal bonds and postal savings, entrusting her with real certificates for class exhibition. Because one of the girls was a responsible "baby sitter" for the executive of a large bank in Chicago, the core members were special guests of that bank for half a day, after which they visited the Federal Reserve Bank. Usually trips and speeches by visitors were preceded by a student report on the subject and followed by a class discussion and evaluation.

#### FAMILY RELATIONSHIPS

Because many budget and financial considerations enter into human relations, the core decided to include a unit on family relationships. It is the opinion of some family counselors that viewing marriage only in its romantic aspects may lead to disaster when the cost of necessities makes commercial, popular recreation unavailable. The family study began with discussions of the pupils' current problems of allowances, recreation, and dependence on family regulations. *Time on Your Hands* gave material for discussions of recreation. One girl who plans to major in sociology made contact with the Evanston Recreational Bureau, began teaching baton-twirling, and is now employed for the summer by the park districts. In addition to discussions of factors making for success in marriage, there were *pro-and-con* discussions on the question of women working after marriage and the desirability of marrying while in college. Budgets based on actual possible yearly incomes for core individuals were discussed. The class reached the conclusion that ninety cents an hour is big money for a student living at home, but thirty-six dollars a week would have to be stretched by increased family services if it were to provide even a small apartment home. Information gained by interviews concerning "do-it-yourself" or ways of increasing family income by services was pooled.

#### CONSUMER CITIZENSHIP

The final unit, *Consumer Citizenship*, began with a study of the government services of the local community. Although traditionally the home town is studied by ninth-grade pupils, there is evidence that seniors, being closer to citizenship, have greater interest in their environment. The City Treasurer spent two periods explaining the tax system and the city government; a re-



porter interviewed the City Planning Commission and displayed maps upon which she had, after conferences, marked out possible shifting of traffic and closing off streets for recreational "tot-lots." The Community Chest budget and budgets of other social agencies were reviewed. Next the consumer citizen viewed his state and its services, with particular emphasis on its help in developing Illinois economic resources and on the education of its children. The final phase of this unit, the relation of the Federal government to consumer problems and to business and labor, raised many controversial issues and stimulated a high degree of interest. The head of a baking concern discussed factors in price fluctuations. Consumer co-operatives were evaluated. Blackboard charts depicted business cycles. The earlier visit to the Chicago Grain Market gave greater interest to following the market when wheat passed the three-dollar mark in the spring. The Federal tax system, tariffs, government in business, and government control of business were typical subjects for panels and open forums. The effects of strikes and of monopolistic control of consumer prices were debated. As a result of interest in government social legislation, a trip to the blighted areas of Chicago, to social settlements, and to housing projects was made.

#### SPEECH AND ENGLISH SKILLS DEVELOPED

Although speech activities are stressed in the core program, the developing of writing skill is not neglected. In so far as possible, writing was integrated in the form of letters of application for college entrance, courtesy letters for guest speakers, for guides on tours or for chaperones, pupil-prepared and mimeographed outlines, notes for reports, and core minutes faithfully kept. However, in the acquisition of skills and attitudes, the New School does not think of fused courses as placing restrictive boundaries but only as opening up avenues for effective crossing of departmental boundaries. Some ground work for freshman college English was a sound investment for the eighty per cent going on next year. Writing contests were entered and won as a means of developing needed skills and confidence. Even consumer education can stimulate the creative imagination. One girl, Jean Szymanski, won an award for a group of poems, among which was a short lyric inspired by a core trip.

#### GRAIN MARKET, CHICAGO

Bees, scurrying busily about their hive,  
Buzzing incessantly while they work—  
A horde of ants on the rampant—  
Killer ants scouting the countryside,  
Hungry. . . .

Maniacs, waiting to get at each other's necks—  
Fighting, screaming—  
Dali creations. . . .  
Monsters with ulcers. . . .  
. . . . Men? . . . .

#### LITERATURE APPRECIATION

Throughout the year a group reading program was carried on by the use of two periods a week for literature discussions. Sometimes the literature was directly correlated with a particular unit in consumer education; more often the correlation was incidental. Since in the opinion of the instructor the emotional impact of literature is a strong force in molding adolescent philosophy and developing values, it appeared to be better to make the correlation incidental and the quality of the reading paramount. It is true that a book such as *If I Have Four Apples* has direct consumer-education morals, but Hardy's *The Mayor of Castorbridge*, in addition to contrasting the passing of the older personalized relationship of employer and employee and the coming of the new accounting and methods of purchasing, gives a deeper perception of life. The pupil who saw Henchard, hampered by an early marriage, rejecting his responsibilities in a moment of wilfulness and so starting an inevitable thread of circumstances which rendered him helpless to the thrusts of fate, emerged with a more realistic approach to life. George Stewart's *Storm*, with its emphasis on the interdependence of American life and on the effect of climate on the economic system, built background. *The Late George Apley* gave a picture of an older, easier life for inherited wealth and the attitude of duty and responsibility linked with class consciousness. *R.U.R.* satirized the machine age. *What Every Woman Knows* and *Pride and Prejudice* contributed to a consideration of human relationships.

#### SOME OF THE OUTCOME

The units of work described in this article show how one of the two senior cores developed the consumer education. The patterns of the other group varied somewhat according to the student and teacher personalities and interests. There was great similarity, however, because the two groups had their social activities together and because of the constant interchange of ideas by instructors and committees.

In every aspect good public relations and affirmative, but realistic, attitudes were stressed. The students learned that the most valuable materials

for consumer education are not to be found in the libraries, for there is so much out-of-date material and so much re-statement of the obvious; they are to be found in the help given by business and government organizations, in current periodicals presenting all facets of opinion, in the financial sections of news magazines and newspapers, and in the experiences of parents and friends.

Altogether it was an interesting year, with a high degree of pupil activity and initiative. Consumer education came as a culmination and drawing together of the strands of personal living units, emphasis on activities, and current problems of the first two years of core and the junior study of American history in the New School. The seniors saw themselves and their personal problems in relationship to their environment and social problems. They recognized the value of looking ahead and of planning, not just letting things happen to them. At the end of the year more than eighty per cent of the core groups had definite plans for continued education and acceptance by schools of their choice. To many an individual, there had come the knowledge that his life work, success, and happiness depend to a great extent on his decisions during the important decade between sixteen and twenty-six.

#### **PAY YOUR MEMBERSHIP DUES NOW**

By action of the National Association of Secondary-School Principals at the annual meeting on February 24, 1948, in Atlantic City, New Jersey, the annual membership dues will be increased on January 1, 1949.

All dues received on or before December 31, 1948, will be accepted at *present rates* for paid-up membership that does not extend beyond December 31, 1949.

	<i>Present Rates</i>	<i>New Rates</i>
INDIVIDUAL MEMBERSHIP	\$ 3.00	\$ 5.00
Through Secretary of State Principals Assn.	2.00	3.00
INSTITUTIONAL MEMBERSHIP	5.00	8.00
Through Secretary of State Principals Assn.	4.00	6.00
LIFE MEMBERSHIP	100.00	100.00
Be thrifty—Pay dues now.		

# A Bibliography of School and College Information

RUTH E. ANDERSON

## INTRODUCTION

**T**HIS bibliography of reference materials on educational institutions was prepared to assist guidance officers, teachers, and librarians in assembling publications containing information concerning colleges, universities, junior colleges, and professional, technical, business, and trade schools. With but few exceptions, all publications are dated 1944 or later. The annotations, made after personal examination, indicate the scope of information to be found in each publication.

In any grouping of this material a certain amount of overlapping is unavoidable. For convenience, publications have been divided into three groups as follows:

- I. General—publications, national in scope, giving information usually concerning various kinds of institutions.
- II. Special—publications concerned with institutions which train for specific occupations; also correspondence schools.
- III. Geographical—publications limited to information concerning educational institutions within a specific area.

These publications will not, of course, take the place of school and college catalogs with their detailed statements with respect to courses, equipment, requirements, scholarships, *etc.* They will be helpful in locating specific kinds and types of institutions and in developing lists for more thorough study and investigation.

Experience has proved that a few general reference works will provide many of the basic items of information. Such publications are starred (\*). Much material, however, particularly items in *Section II*, is available at little or no cost, and there are obvious advantages in supplementing general lists

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of institutions with those devoted to special fields of training. Geographical listings covering one's own area are, in most instances, "must's" for the guidance library.

The bibliography which follows is not exhaustive. An effort has been made to avoid certain types of duplication, but information concerning omitted publications which guidance officers and librarians find helpful will be welcomed by the compiler and included by her in later revisions of this list.

### I. General Listing

1. *Accredited Higher Institutions, 1944*, by Ella B. Ratcliffe. U.S. Office of Education, Bulletin 1944, No. 3. Washington 25, D.C.: U.S. Government Printing Office. 1945. 144 pp. 25 cents.

Part I lists colleges, universities, teachers colleges, normal schools, and junior colleges alphabetically by states, showing accreditation by national and regional associations, state universities, and state departments of education. In Part II are listed the accredited schools of architecture, business, chemistry, chemical engineering, dentistry, engineering, forestry, journalism, law, library science, medicine, occupational therapy, physical therapy, music, nursing, optometry, osteopathy, pharmacy, social work, theology, and veterinary medicine. Items of information are limited to location and accreditation.

2. *Admission to American Colleges*, by Benjamin Fine. New York: Harper and Brothers. 1946. 225 pp. \$2.50.

This volume, Dr. Fine's report on a survey of college admission practices, mentions more than 300 institutions and gives much information not ordinarily found in college catalogs. Although not a directory of college entrance requirements, the excellent index facilitates reference to the criteria of individual institutions with respect to test scores, class standing, non-scholastic qualifications, etc.

- \*3. *American Junior Colleges, 1948*, by Jesse P. Bogue. 2nd ed. Washington 6, D.C.: American Council on Education. 1948. 537 pp. \$6.50.

This authoritative reference work on junior colleges describes 564 accredited institutions, including those which have received equivalent recognition by national, regional, or state agencies. Items of information include location, type, control, accreditation, history, calendar, requirements for admission and graduation, fees, expenses, student aid, scholarships, staff, enrolment, curricula, buildings and grounds, equipment, graduates, special instructional devices, library, and endowment. Through the well-classified lists, special types or kinds can be readily located, including branch junior

colleges, those under denominational control, etc. Tables show the various terminal, professional, preprofessional, and semiprofessional courses offered by each. (See also No. 18.)

- \*4. *American Universities and Colleges*, by A. J. Brumbaugh, editor. 5th edition. Washington 6, D.C.: American Council on Education, 1948. xiii plus 1054 pp. \$8.00.

The most complete, up-to-date, and authoritative reference work in its field. Detailed exhibits for 820 accredited colleges and universities present data on type, control, location and size of community, accreditation, history, calendar, admission, degree and general requirements, fees, student aid, scholarships, cost of living, room and board, departments, staff, degrees conferred, enrolment, veterans' facilities, special devices, library, publications, buildings and grounds, finances, housing capacity, and foreign students. Also listed are 1515 accredited professional and technical schools in agriculture, architecture, business administration, education, engineering, forestry, journalism, law, library, medicine, music, nursing, public health nursing, pharmacy, speech, theology, veterinary medicine. In the appendices, institutions are listed by type and by states. Indispensable.

5. *Annual Handbook, 1948, Terms of Admission to the Colleges of the College Entrance Examination Board*. Ada Comstock Notestein, Gen. ed. New York 27: College Entrance Examination Board, 425 West 117th St. 1948. 223 pp. \$1.50.

Contains clear-cut statements of the terms of admission to the 71 member colleges of the Board and, in addition, information on programs of study, expenses, scholarships, time for filing applications, etc. In some instances there is information with respect to employment opportunities and concerning the personal data required of applicants for admission. Excellent within the range covered, but necessarily of limited value.

6. *Career Schools and Junior Colleges*, by Marguerite Tuttle. Published by the author, 28 West 44th St., New York 18, N.Y. 1945. 118 pp. Illus. \$1.50.

Describes 56 institutions, principally in the East and Middle West. In addition to 12 junior colleges, the volume gives information concerning selected schools in the following fields: art and design, costume design and fashion illustration, dramatics, home economics, horticulture, agriculture, landscape architecture, secretarial work (including medical), merchandising, music, occupational therapy, photography, physical education, physical therapy, business, and teacher training. Based on Miss Tuttle's personal visits

to the schools, the information includes data on curricula, course listings, tuition fees, living expenses, accreditation, diplomas, certificates, etc., faculty, enrolment, and equipment. To these she adds her general observations. The book gives the information a guidance officer or prospective student needs.

7. *Catholic Colleges and Schools in the United States, 1946*. Washington, D.C.: National Catholic Welfare Conference, Department of Education, 1312 Massachusetts Ave., N.W. 1946. \$2.50.

Data for each institution include number of teachers—religious and lay—enrolment, accreditation, degrees conferred, principal curricula, and religious order in control.

- \*8. *The College Blue Book*, edited by Huber W. Hurt and Christian E. Burckel. 5th ed. Published by Christian E. Burckel, Yonkers-on-Hudson, N. Y. 1947. 400 pp. \$6.00.

The unique feature of this volume is its educational atlas. State maps show the location of colleges, universities, teachers colleges, and junior colleges with accompanying lists of institutions and information as to population of community, control of institution, student capacity, enrolment, and accreditation. Additional data are presented in tabular form including items on faculty, degrees, living quarters, value of grounds, buildings and endowment, annual income, volumes in library, scholarships, scholarships available to freshmen, fees and expenses, per cent of freshmen admitted by certificate, examination, etc.; prescribed courses and graduation requirements. Data on junior colleges, colleges especially for negroes, schools of agriculture, architecture, commerce, dentistry, education, engineering, forestry, journalism, law, library science, medicine, nursing, optometry, osteopathy, pharmacy, social work, technology, theology, and veterinary medicine are less comprehensive. Also listed are: the members of the American Association of Commercial Colleges; the military colleges and schools; members of the National Association of Schools of Music; and schools of nursing on the list of the National League for Nursing Education. A valuable section is that devoted to foreign universities with information as to location, date of founding, enrolment, and curricula. Contains certain items of information not found in other reference works. It carries advertising.

9. *Co-operative Education and Other Work-Study Plans (at the College Level)*. New York: National Association of Manufacturers, 30 Rockefeller Plaza. 1946. 22 pp. plus chart. Gratis.

The chart shows details concerning work-study programs in 17 colleges and universities. Information includes type of institution, length of course,

period of alternation, types of jobs for co-ops, degrees, *etc.* List of institutions is incomplete. (See also No. 10.)

10. *Degrees Granted in Co-operative Studies by Colleges and Universities Carrying Co-operative Work Programs.* Washington 25, D.C.: U.S. Office of Education. Mimeo. Undated. (1946 or later) 2 pp. Gratis.

A list of institutions which conferred degrees in co-operative programs. This is the most complete list of such programs available.

11. *Directory of Colleges, Universities, and Professional Schools Offering Training in Professions Other than Those Concerned with Health and the Arts.* New London, Conn.: The Institution of Women's Professional Relations, Box 1045. 1945. 246 pp. \$2.00.

Included are institutions offering specialized training in graduate education, adult education, the exceptional child, child development, parent education, the physically handicapped, audio-visual aids to education, educational research, student personnel, library work, journalism, social work, law, public administration, and graduate work in certain natural sciences. Accredited curricula are indicated. Information is given concerning entrance requirements, length of courses, degrees granted, tuition and living expenses, scholarships, fellowships, and loan funds available. A valuable reference.

12. *Education for Professional Careers: A Selected Group of Schools and Colleges,* by Marguerite Tuttle. New York 18. Published by the author, 28 West 44th St. 1947. 120 pp. Illus. \$1.50.

Descriptions of 54 institutions offering instruction in accountancy, advertising, agriculture, architecture, art and design, ballet, business, costume design and fashion illustration, dramatics, horticulture, interior decoration, marketing, merchandising, music, occupational therapy, physical education, secretarial training, and teacher training. In the two pages, including photograph, allotted to each school, information is given on the following items: aims, courses with specific subjects taught, tuition fees, living expenses, admission requirements, accreditation, faculty, enrolment, equipment, plant, *etc.* More than half of the schools are located in Greater New York. Each school was visited personally by Miss Tuttle or an assistant. Excellent in the limited area covered.

- \*13. *Educational Directory, Part 3, Higher Education, 1947-48* Federal Security Agency, U.S. Office of Education. Washington, D.C. United States Government Printing Office. 1947. 153 pp. 30 cents.

Published annually. Lists colleges, universities, teachers colleges, independent professional and technological schools, junior colleges, and normal



schools. Items of information for each include accreditation, control, type, enrollment, and names of chief executive officers. The most complete, up-to-date list of higher institutions available.

- \*14. *A Guide to Colleges, Universities, and Professional Schools in the United States*. Carter V. Good, ed. Washington 6, D.C.: American Council on Education. 1945. 681 pp. \$5.00.

Published primarily to meet the needs of veterans. Data concerning approximately 1700 accredited and unaccredited universities, colleges, junior colleges; teachers colleges, normal schools, and professional schools are presented in tabular form. Institutions are listed alphabetically by states. Items of information include: type, control, accreditation, degrees conferred, conditions of admission, curricula, areas of concentration and specialization, costs—tuition, board and room—, health services, housing arrangements, student aid, vocational advisory service, credit allowances for courses taken while in the armed forces, special rules and regulations, etc. Contains much information not found in *American Universities and Colleges* (No. 4). A valuable reference work even though not up to date.

15. *Handbook of Institutions Related to the Board of Education of the Methodist Church*. July-August, 1945 issue, *Christian Education Magazine*. Nashville, Tenn.: Board of Education of The Methodist Church, 810 Broadway. 1945. 128 pp. Gratis.

A "ready-reference" booklet for the 125 schools and colleges related to the Board of Education of the Methodist Church. A page of descriptive material, including photograph, for each institution contains information as to type, principal curricula, degrees conferred, accreditation, grounds and buildings, endowment, and enrolment. Of chief value to ministers, church workers, and members of the denomination.

- \*16. *A Handbook of Private Schools, 1946-47*, by Porter Sargent. Boston: Porter Sargent, 11 Beacon St. 1946. 1072 pp. Illus. \$6.00.

The 30th edition of this authoritative reference (the 31st to be ready in late 1948) contains critical, statistical descriptions of 1200 of the more important private schools and junior colleges. Approximately 2000 others are classified or listed. Items of information include type, age span of students admitted, courses offered, number of faculty members, tuition for both boarding and day students, control, enrolment together with editorial comment. Does not show accreditation. In classified section, schools are listed both by kind, type, and rates. Included are lists of schools for the retarded and handicapped; also junior colleges, technical, trade, music, and art schools.

Best known for its information on elementary and secondary schools, the volume is also valuable in locating schools of special kinds. More than 150 pages devoted to school advertising.

17. *Higher Education: A Guide to Students in the Selection of a College or University, 1946*, by John Evans. Chicago: *Chicago Tribune*, 1 South Dearborn St. 53 pp. 55 cents.

Information on faculty, departments, distinguished graduates, total investment per student, and endowment per student is given for 36 approved colleges of the Central West. No information concerning student expenses, entrance requirements, etc. For comparative purposes, the investment and endowment per student (1940 figures) at 32 universities and certain approved colleges are shown. Of limited value.

18. *Junior College Directory, 1948*. Compiled by Jesse P. Bogue and Shirley Sanders. Washington 6, D.C.: American Association of Junior Colleges, 1201 19th St., N.W. 1948. 46 pp. 75 cents.

Lists (by states) 663 accredited and nonaccredited junior colleges. Data in tabular form include location, type, control, year organized, enrolment by classes, and number of instructors. There is also an alphabetical index of colleges. Contains the most complete information available concerning non-accredited junior colleges throughout the country. (See also annotation No. 3, entered above.)

- \*19. *Lovejoy's Complete Guide to American Colleges and Universities*, by Clarence E. Lovejoy. New York: Simon and Schuster. 1948. 158 pp. \$1.50.

A rating guide of 1031 degree-granting institutions, alphabetically listed within each state. "Capsule" information for each college includes, with few exceptions, the following: location, type of environment, type of institution, control, major characteristics, date established, enrolment, number of volumes in library, faculty-student ratio, accreditation, and Phi Beta Kappa chapter. Each description also gives data on tuition, typical expenses for a year, living accommodations, board, special facilities for veterans, fraternities and sororities, scholarships, number and/or amount of loan funds, proportion of students earning all or part way, and athletic programs. In addition are listed the schools and divisions of the institution, degrees conferred, new educational programs, special curricula features and unusual developments, work-study (co-operative) plans, provisions for acceleration, unusual features of guidance or placement work, ROTC programs—Army or Navy. Lovejoy has rated each institution on an objective basis stated in a preliminary

mary chapter of the volume. Although no information is given on entrance or graduation requirements, finances, grounds, buildings (except living accommodations) etc., the many unique features of the book make it a "must" for every guidance officer. Enhancing this volume are chapters on costs, scholarships and loan funds, self-help, opportunities under the ROTC programs, picking and choosing a college, admissions, and rating of colleges. This book should be available to every prospective college student in our high schools.

20. *Meet the USA, Handbook for Foreign Students in the United States*, by Ching-Kun Yang. New York: Institute of International Education, 2 West 45th St. 1947. 182 pp. 60 cents.

Contains tables showing accredited institutions, agricultural colleges, and engineering colleges with the special fields in which each offers courses leading to a degree. Especially helpful for foreign students is a map of the United States together with a table showing distances between principal cities. The volume also contains a glossary of common academic terms. Valuable for American as well as foreign students are the chapters on higher education in the United States, including "Selection of a School," "Etiquette and Customs," "Racial Discrimination," and "Estimates of Expenses." This book should be in the hands of every foreign student planning to attend an American higher institution. American high-school youth will find it helpful.

- \*21. *Patterson's American Educational Directory*, by H. L. Patterson, Vol. XLIV. Chicago: American Educational Company. 1947. 1024 pp. \$7.50.

A geographical list (by states and cities) of public and private schools and higher institutions of learning with information as to their chief executive officers, type, control, date established, and principal curricula. In the classified section of the volume institutions are listed as follows: universities and colleges; secondary and preparatory schools, co-educational; colleges for women and preparatory schools for girls; preparatory schools for boys, military and nonmilitary; schools of education, normal and teacher-training schools; schools for library training; schools of domestic science and household arts; schools for physical education; schools of technology and applied science; schools of mines and metallurgy; schools of architecture; schools of agriculture; schools of forestry; marine and industrial training and trade schools; schools of theology; schools of law; schools of medicine; schools of dentistry; schools of pharmacy; schools of veterinary medicine; schools of osteopathy; schools of journalism; schools of music; schools of art; schools of

elocution, oratory, and dramatic art; schools of business, shorthand, telegraphy, commerce, and accounts; private schools for the deaf; private schools for the defective, nervous, and backward; correspondence schools. An alphabetical list of institutions facilitates location in the volume. The most comprehensive listing of educational institutions at all levels available. Its chief value for the guidance officer is the information concerning vocational and special schools of the nondegree granting type.

- \*22. *Private Independent Schools: The American Private Schools for Boys and Girls*. Wallingford, Conn.: James E. Bunting, ed. and pub., 1947-48. 166 pp. Illus. \$5.00.

Fifty-eight independent schools engaged primarily in preparing boys and girls for college are described in two-page articles. Boarding schools, day schools, and military schools, with or without church affiliation and operating for the most part under state charters, are in the selected group. Information for each covers location, size of community, control, value of plant and endowment, buildings and equipment, number of faculty members, their length of service and age; also distribution of student body by state of residence, admission requirements, costs, scholarships available, daily schedule, curriculum, extracurricular activities, regulations and rules, number of living graduates, colleges entered by 1947 graduates (in some instances), and accreditation. These schools are located in nineteen states, principally in the East. The volume also contains a general listing of 500 other independent schools, arranged alphabetically by states. Information on these schools includes data on date established; type; military training, if any; number of students; grades; cost; and control. For the 58 schools, the volume gives just the sort of information parents want. The shorter listings are very helpful in locating the kind of school sought.

23. *A Study of American Graduate Schools Conferring the Doctorate, 1937-38 to 1941-42* by Raymond M. Hughes. Published privately by the author, Ames, Iowa. Lithoprinted. 1946. 67 pp.

Although concerned with graduate schools, the study shows the relative strengths of 96 universities in 51 fields of knowledge—information often helpful to the guidance officer. Presented in tabular form for each university and subject field, the items of information include the number of doctorates conferred annually during the five-year period; also the names of professors and associate professors. Names, of course, should be checked with current catalogs.

## II. Lists of Specialized Schools (Including Correspondence Schools)

Most of the items in this group are publications of accrediting agencies and professional associations concerned with the educational standards and curricula of schools in their respective fields. Although much of the same information may also be found in occupational studies and brochures, the official lists and publications, when available, have been given preference. A certain amount of duplication, particularly in the case of professional schools, will be found in items in the preceding section. For listing of trade and vocational schools within a given area, consult *Section III*.

### ADVERTISING AND MARKETING

24. *Directory of Advertising and Marketing Education in the United States.*

Prepared under the direction of A. T. Falk. New York 18: Bureau of Research and Education, Advertising Federation of America, 330 West 42nd St. 1946. 47 pp. \$2.50.

Lists 3,384 courses in advertising, marketing, selling, retailing, and related subjects offered by 796 degree-granting colleges and universities, arranged geographically and also alphabetically. In a separate section are listed correspondence courses available through university extension departments and private home-study schools. Semester credit hours are indicated for each course. No information as to institutions offering majors. Courses offered by advertising clubs are also included. The only comprehensive index to instruction of collegiate grade in advertising and distributive education.

### ART AND ARCHITECTURE

25. *American Art Annual*. Vol. 37. Washington, D.C.: American Federation of Arts, 1262 New Hampshire Ave., N.W. 1948. Part I. 480 pp. \$12.00.

Listed geographically (by state and city) are professional art schools, colleges and universities offering technical courses in art and lecture courses in history and appreciation of art, schools of architecture, and landscape architecture, and also private schools teaching art. Information includes: year established, control, type, admission requirements, number of years required for graduation, degrees granted, if any; also scholarships and fellowships offered; subjects taught, including studio, lecture, and graduate courses; number of faculty members; number of students majoring in art; tuition fees. The best source of information on professional art schools and individual instructors.

26. *List of Accredited Schools of Architecture, 1947-48*. Princeton, N.J.: National Architectural Accrediting Board, Sherley W. Morgan, sec. McCormick Hall. 1947. 1 p. Gratis.

Lists 34 schools of architecture showing length of course and degrees conferred. Revised annually.

#### AVIATION

(See also Engineering and Technical Schools)

27. *Approved Civil Aircraft and Aircraft Engine Mechanic Schools*. Washington 25, D.C.: U.S. Department of Commerce, Civil Aeronautics Administration, Schools and Training Section. Mimeo. Published at frequent intervals. Gratis.

Lists alphabetically by CAA regions (eight) mechanic schools awarded certificates of approval by CAA. Schools range from junior high school to adult level. Best list available.

28. *CAA Approved Ground and Flight Schools*. Washington 25, D.C. U.S. Department of Commerce, Civil Aeronautics Administration, Schools and Training Section. Published at frequent intervals. Mimeo. Gratis.

Lists schools alphabetically by state in each of the CAA regions with information as to type of instruction offered—primary flying, commercial flying, instrument flying, flight-instructor training, basic ground, advanced ground. No information as to equipment, expenses, etc. The most complete list of such schools available.

29. *A Survey of Collegiate Courses in Aviation and Related Fields*. Rev. ed. Prepared for and with the co-operation of the Civil Aeronautics Administration by the American Council on Education. Washington 25, D.C. U.S. Department of Commerce, Civil Aeronautics Administration, 1946. Unpaged. Gratis.

Lists aviation courses offered at 372 higher institutions with information as to titles of courses, length of courses, and the degrees, if any, offered in aeronautics. The best publication available for locating a specific type of aviation training at the college level.

30. *University Courses in Air Transportation*, by Donald F. Mulvihill. University: Bureau of Business Research, University of Alabama. 1947. 34 pp. Gratis.

Contains information about courses in air transportation offered at 23 universities, including semester hours of credit, titles of individual courses, prerequisites, and number of students majoring in the field.

#### BUSINESS, BUSINESS ADMINISTRATION, AND COMMERCIAL EDUCATION

31. *American Association of Collegiate Schools of Business—Members, Officers, and Committees*. University: University of Mississippi, Horace B. Brown, Jr., Secretary-Treasurer. 1947. 4 pp. Gratis.

A list of members of the Association with date from which membership has been maintained.

2. *American Association of Commercial Colleges Membership List*. Burlington, Iowa.: American Association of Commercial Colleges, C. W. Woodward, Exec. Sec., 220 North Main. 1948. Pages 5-6 in *The Compass*, Feb. 15, 1948. Gratis.

List of commercial colleges arranged alphabetically by states, accredited by the Association. Gives information as to location and chief executive.

35. *Directory of Colleges, Universities, and Professional Schools Offering Training in Occupations Concerned with Business and Industry*, compiled by M. M. Pendergrast. New London, Conn.: Institute of Women's Professional Relations, Research Headquarters, Connecticut College. 1947. 645 pp. Mimeo. \$2.50.

Institutions are listed geographically (by state and city) under major fields of occupational training. Items of information include entrance requirements; curricula offered; degrees conferred; co-operative plan, where available; tuition fees; living expenses; student assistance—fellowships, scholarships, and loan funds; placement service for graduates; summer and/or evening sessions. Under "Business" are listed institutions offering curricula in accounting, actuarial science, advertising, banking, trade and civic associations administration, engineering and business, foreign trade and government foreign service, insurance, law and business, marketing, merchandising, retailing, department store work, public administration, real estate, secretarial work, statistics, transportation and public utilities. Institutions offering courses in hotel administration or graduate work in human nutrition are listed in the "Home Economics" section. Under "Agriculture" are listed courses in graduate entomology, forestry, veterinary medicine, and fishing. Other occupations and industrial fields in which institutions offer training listed are: industrial management, industrial relations and personnel management; ceramics; chemical industries; cosmetics industries; dairy manufactures; dyeing and cleaning industry; food preservation; laundering; leather; lumber; motion pictures; petroleum; printing; pulp and paper; rubber; sugar; textiles. The volume also contains an index of schools and an index of subject matter. The information is authoritative and comprehensive. Much of it is not available elsewhere.

36. *Directory of Private Business Schools in the United States Approved by the National Council of Business Schools*. Washington 6, D.C.: National Council of Business Schools, 839 17th St., N.W. 1948. 48 pp. Gratis.



A list of private business schools which offer one or more of the Council's five standard courses of study. The information in tabular form includes: date founded, student capacity, approved standard courses (stenography, secretarial, executive secretarial, junior accounting, higher accounting, and business administration), and number of typewriters.

## CORRESPONDENCE SCHOOLS

35. *The Manual of Standards and Directory of Private Home Study Schools and Courses*. J. S. Noffsinger, ed. Washington 6, D. C.: National Home Study Council. 1947. 3-cent stamp.

Lists 39 correspondence (home study) schools approved by the National Home Study Council. The publication also contains a partial list of the courses offered. Correspondence courses offered by colleges and universities are not included. This is the best reference work available on home study schools.

## DENTISTRY

36. *Accredited Dental Schools*. Chicago 11: American Dental Association, Council on Dental Education, 222 East Superior Street. 1948. 3 pp. Mimeo. Gratis.

Lists accredited schools of dentistry, including those provisionally approved. This small pamphlet gives information on location and chief executive officer.

37. *Dental Hygienists*. Outlook for women in occupations in the medical and other health services. Bull. 203, No. 10. Washington 25, D. C.: U. S. Department of Labor, Women's Bureau. 10 cents.

Contains list of schools for the training of dental hygienists. No information as to entrance requirements of individual schools, length of course, fees, etc. (See also No. 49.)

## ENGINEERING AND TECHNICAL SCHOOLS

(See also Aviation, Radio, and Vocational)

38. *Accredited Undergraduate Engineering Curricula and Accredited Technical Institutes Curricula*. New York 18: Engineers' Council for Professional Development, 29 West 39th St. 1947. 9 pp. 15 cents.

With the exception of the chemical engineering curricula, the list is revised to October 24, 1947. Institutions of collegiate grade are listed alphabetically with the accredited engineering curricula offered at each and date of accreditation. Included are the accredited programs of seven technical institutions (nondegree-granting).



39. *Approved Technical Institutes*. Washington 6, D. C.: National Council of Technical Schools. 1948. 48 pp. 25 cents.

This is a handbook of information for vocational guidance officers, student advisers, etc.

40. *Directory of Technical Institutes Approved by the National Council of Technical Schools*. Washington 6, D. C. National Council of Technical Schools. 1947. 4 pp. Gratis.

In these two publication of the Council (Nos. 39 and 40) are listed schools offering approved courses in aeronautical engineering, airline maintenance, engineering, broadcast operating, refrigeration and air conditioning, advanced weather forecasting, aircraft instruments, airline service mechanics, airplane mechanics, architectural drafting and design, architectural engineering, automobile service and maintenance, building construction and superintendence, industrial chemistry, civil engineering, construction engineering, machine design, Diesel engineering, electrical engineering, electronics, engraving and jewelry, watchmaking, radio engineering, tool design, and others. Unapproved courses offered are also listed. Descriptions of 19 schools indicate length of course, admission requirements, student capacity, job opportunities, and recognition by technological associations. Because of the lack of standardization in the area of private vocational schools, counselors will find these publications helpful.

#### FORESTRY

41. *Handbook of Information on Entering Positions in Forestry*. Washington 6, D. C.: Society of American Foresters, 825 Mills Bldg., 17th St. and Pennsylvania Ave., N.W. 1947. 56 pp. 25 cents.

Schools offering professional instruction in forestry are described with notations as to accreditation. In outlining the requirements of specific positions in forestry, the brochure names the schools offering the specialized courses needed.

#### HOME ECONOMICS

42. *Home Economics in Degree-Granting Institutions, 1944-45*. Washington 25, D. C.: U. S. Office of Education, Vocational Division. Unpaged. Gratis.

Contains data on courses in 371 colleges and universities which offer majors in home economics. Items of information include: number of students majoring in home economics; number of nonmajors enrolled in courses; number of different courses taught; vocations or professions for which the undergraduate program provides adequate preparation; and facilities such as nursery school and home management house.

## JOURNALISM

43. *American Association of Schools and Departments of Journalism*. Columbus 10: Ohio State University, Sec.-treas. Norval N. Luxon. Mult. 1947. 4 pp. Gratis.

A list of 67 schools and departments of journalism in the United States offering curricula or "majors" in journalism in 4-year institutions of higher learning.

44. *American Society of Journalism School Administrators Directory, 1948*. Denton: The Association, F. L. McDonald, Sec.-treas. Texas State College for Women. 1948. 8 pp.

Lists 21 schools and departments of journalism with information concerning number of full-time and part-time faculty members; fields of journalism included in curricula; number of courses and total of semester, quarter hours, etc., offered; degrees conferred; enrollment; professional fraternities; graduates since organization of department.

## LABOR EDUCATION

45. *Labor Education in Universities: A Study of University Programs*, by Caroline F. Ware. New York 19: Labor Education Service, Inc., 1776 Broadway. 1946. 138 pp. \$1.00.

Appendices I and II are devoted to descriptions of university programs in labor education, including resident programs, resident institutions, short institution extension programs, and institutions in which labor education is a part of other programs. Descriptive material covers faculty, fees, financial support, government, entrance requirements, scholarships, fellowships, and programs of study both graduate and undergraduate. The volume also lists programs planned or proposed at more than 50 other institutions. The most comprehensive information available on labor education. Not duplicated elsewhere.

## LAW

46. *Law Schools and Bar Admission Requirements, 1948*. Chicago: American Bar Association, 1140 North Dearborn Street. 27 pp. Gratis.

Lists law schools approved and unapproved by the American Bar Association. Data on each school include: enrolment by years in day and evening sessions; number of women attending classes; tuition fees; entrance requirements; number of years required for completion of course; date of accreditation; number of full-time and part-time teachers. States minimum requirements for admission to legal practice in each of the state. Very helpful in the selection of a law school.

## LIBRARY SCIENCE

47. *Accredited Library Schools*. Chicago: American Library Association, 50 East Huron Street. 1947. 2 pp. Gratis.

Lists library schools and gives information concerning general admission requirements, scope of school curricula, etc.

48. *Training for Library Work*. Chicago: American Library Association, 50 East Huron Street. 1947. 6 pp. Mimeo. Gratis.

Indicates fields of specialization in which library schools offer training.

## MEDICINE AND ALLIED FIELDS

49. *Directory of Colleges, Universities, and Professional Schools Offering Training in Occupations Concerned with Health*. Claire B. Benenson, comp. New London: Institute of Women's Professional Relations, Research Headquarters, Connecticut College. 1945. 171 pp. \$2.00.

Described in this volume are institutions in the United States and Canada which train for positions in dentistry, dental hygiene, dietetics, hospital administration, nursing, medical record libraries, technology (medical and X-ray), medicine, therapy (occupational and physical), optometry, osteopathy, pharmacy, and public health. Items of information concerning individual institutions include: accreditation; entrance requirements; length of course; degrees granted; tuition and fees; living expenses; fellowships and loan funds available. Authoritative.

*Medical Record Librarians*

50. *Approved Schools for Medical Record Librarians*. Rev. to April, 1947. Chicago: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 2 pp. Gratis.

Information presented in tabular form includes: college affiliation, if any; length of course; calendar; entrance requirements; tuition fee; certificate, diploma, or degree awarded; maximum enrolment. (See also No. 49.)

*Medical Technicians*

51. *Approved Schools for Medical Technologists*. Rev. to April 12, 1947. Chicago: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 5 pp. Gratis.

Information in tabular form as to college affiliation, minimum prerequisites of college work, length of training, maximum enrolment, date of admission, and tuition fee. (See also No. 49.)

*Medicine*

52. *Choice of a Medical School*. Chicago: Council on Medical Education and Hospitals, American Medical Association. 1947. 11 pp. Gratis.

Lists 70 approved medical schools of the United States and Canada plus seven approved schools of basic medical sciences. (See also No. 49.)

53. *Medical Education in the U. S. and Canada, 1946-47*. Reprinted from the educational number of the *Journal of the American Medical Association*, vol. 134. pp. 1299-1425. Aug. 16, 1947. 50 cents.

Approved medical schools are listed with information in tabular form as to premedical requirements by years, enrolment by classes, and number of 1947 graduates. Similar data, except for graduates, are given for the approved basic medical schools. Elsewhere in the publication are shown the number of students and graduates by sex in 1946-47 at individual schools; also the per cent of medical school graduates, who hold baccalaureate degrees. Descriptions of medical schools include: date established; control; entrance requirements; fees; accelerated programs, etc. (See also No. 49.)

#### *Nursing*

54. *Association of Collegiate Schools of Nursing*. Cleveland: The Association, 2063 Adelbert Road. 1947. 19 pp. Gratis.

Contains list of active and associate member schools. The nature of individual programs is indicated. (See also No. 49.)

55. *Practical Nurses and Hospital Attendants*. Bulletin 203, No. 5. Washington 25, D. C.: U. S. Department of Labor. 1945. 20 pp. 10 cents.

Contains a list of approved schools for training licensed attendants and practical nurses. A general statement of entrance requirements is included. The most complete list of such institutions available.

56. *Schools of Nursing Approved by the Respective State Boards of Nursing*. New York 19: Nursing Information Bureau of the American Nurses' Association, 1790 Broadway. 1947. 31 pp. Gratis.

Lists schools of nursing by states with statement of the minimum entrance requirements as reported by each state board of nurse examiners. Includes schools affiliated with a college or university offering courses leading to a diploma or a degree. Entrance requirements of individual schools not stated in full. (See also No. 49.)

#### *Occupational Therapy*

57. *Approved Schools for Occupational Therapy Technicians*. Rev. to April 12, 1947. Chicago: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. Gratis.

Data on each school with respect to college affiliation, length of course, date when classes start, entrance requirements, tuition fee, number of 1946 graduates, and certificate, diploma or degree awarded. (See also No. 49.)

*Physical Therapy*

58. *Approved Schools for Physical Therapy Technicians*. Chicago: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 1947. 2 pp. Gratis.

Gives information in tabular form concerning entrance requirements, length of course, date of admission, maximum enrolment, tuition fee, and certificate, diploma or degree granted. (See also No. 49.)

*X-ray Technicians*

59. *Approved Schools for X-ray Technicians*. Rev. to April 12, 1947. Chicago: Council on Medical Education and Hospitals, American Medical Association, 535 North Dearborn St. 4 pp. Gratis.

Information on each school includes: name of radiologist in charge, entrance requirements, length of training, maximum enrolment, beginning date, tuition fee, and degree, certificate, or diploma awarded. (See also No. 49.)

## MUSIC

60. *Bulletin of the National Association of Schools of Music*. Memphis, Tenn.: Burnett C. Tuthill, Sec. National Assn. of Schools of Music. Memphis School of Music, 1822 Overton Park Ave. 1947. 40 pp.

Contains information concerning 164 institutions holding full or associate membership in the Association. Gives data on control; degrees granted, if any; indicates whether school is a department, conservatory, or an independent organization. Similar data on schools of music in eight junior colleges. Membership is equivalent to accreditation.

## OPTOMETRY

61. *Monograph on Optometry*. Minneapolis 2, Minn.: American Optometric Association, Inc., 518 Wilman Bldg. 1946. 22 pp. Gratis.

Contains list of schools approved by the Council on Education and Professional Guidance of the American Optometric Association. Included are a statement of educational requirements for admission and an outline of the standard minimum curriculum. Gives pertinent information concerning the profession, opportunities, earnings, etc. (See also No. 49.)

## OSTEOPATHY

62. *The Osteopathic Profession and Its Colleges*, by Lawrence W. Mills. Chicago 2: American Osteopathic Association, 139 North Clark St. 1947. 24 pp. Gratis.

For each of the six institutions, information is given as to freshman capacity, total enrolment, number of instructional hours required, length of

course, entrance requirements, college expenses, living costs, living accommodations, and affiliated teaching hospitals. (See also No. 49.)

#### PHARMACY

63. *List of Accredited Colleges of Pharmacy in the United States of America.* Baltimore 1, Md.: American Council on Pharmaceutical Education, A. G. Dumez, Sec.-Treas., 32 South Greene St. 1946. 10 pp. Gratis. Shows date of accreditation of each college. (See also No. 49.)

#### PUBLIC ADMINISTRATION

64. *Educational Preparation for Public Administration.* Chicago 37: Public Administration Clearing House, 1313 East 60th St. 1946. 13 pp. Gratis. A list of colleges and universities offering programs of educational preparation for public administration. Tabulated data indicate those in which government organization(s) co-operate in the program; internship program; fellowships and scholarships offered; type of program, degrees granted; and principal instructors.

#### RADIO

(See also Engineering and Technical Schools)

65. *Commercial Radio Schools.* West Hartford 7, Conn.: The American Radio Relay League. 1947. 1 p. Gratis.

A typed list of 20 schools, including four which give code instruction. The schools have been investigated by the American Radio Relay League. Only known source of this information.

66. *Directory of College Radio Courses.* Prepared by Gertrude G. Broderick. Washington 25, D.C.: Federal Radio Committee, U.S. Office of Education. Rev. Jan. 1, 1947. 25 pp. Mimeo. Gratis.

Radio courses offered at 331 colleges and universities are listed. Coding indicates nature of courses offered, e.g., script writing, FM programming, radio engineering, etc. Institutions offering degrees in radio are starred. Information not available in other reference works.

#### SOCIAL WORK

67. *Member Schools of the American Association of Schools of Social Work.* New York 10: American Association of Schools of Social Work, 130 East 22nd St. April 1, 1947. 6 pp. Gratis. Lists accredited schools of social work, giving location of each.

#### TEACHING

68. *American Association of Teachers Colleges List of Accredited Institutions, 1947-48.* Oneonta, N.Y.: Warren C. Lovinger, Sec., American Assn. of Teachers Colleges, State Teachers College. 6 pp. Gratis.

Institutions are listed geographically by states and cities with date of accreditation.

#### THEOLOGY

- (9. *American Association of Theological Schools, the Fifteenth Biennial Meeting, June, 1946.* Lexington, Ky.: Dean Charles L. Pyatt, Sec., College of the Bible. 131 pp.

Contains lists of accredited schools of theology (Protestant); also those not meeting all requirements. (See No. 14 for Catholic and Hebrew Schools of Theology.)

#### VETERINARY MEDICINE

71. *Vocational Education of College Grade.* Bull. 1946, No. 18. Washington Cal Association, 600 South Michigan Ave. 1945. 12 pp. Gratis.

Lists schools recognized by the Association with information as to courses offered at each. A list of seven new veterinary colleges not yet eligible for accreditation is also available on request.

#### VOCATIONAL EDUCATION

(See also Engineering and Technical Schools, Radio, etc.)

71. *Vocational Education of College Grade.* Bull. 1946, No. 18. Washington 25, D. C.: U. S. Office of Education. 126 pp. 30 cents.

Chapters V and VI describe with considerable detail the vocational training programs at selected technical institutes, junior colleges, colleges, and universities. The information on objectives, curricula, certificates, faculty, students, fees, plant, endowment, financial support, and self-help opportunities for the 16 institutions included is helpful.

72. *Vocational-Technical Training for Industrial Occupations.* Bull. No. 228. Washington 25, D. C.: Vocational Division, U. S. Office of Education. 1941. 307 pp. 40 cents.

Describes the programs and facilities of a limited number of technical institutes, vocational-technical programs in junior colleges and in vocational-technical schools.

### III. Geographical Listings

Publications in this section are grouped, first, on the basis of the geographical area covered—eastern states, southern states, etc., and then classified into three subdivisions: regional, state, or city. Although state departments of education usually publish directories of the educational institutions within the state, many of them do not go beyond the mere listing of approved colleges, universities, professional and other schools with their location and chief executive officer. The lists selected for annotation in the fol-

lowing pages are outstanding in the amount of information provided for the guidance of youth in their respective states and elsewhere. Others, equally valuable, may have been inadvertently omitted. The best guides to educational institutions in metropolitan areas have been published by organizations other than city boards of education.

## EASTERN STATES

*Regional*

73. *Educational Institutions of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, Pennsylvania, Rhode Island, and Vermont.* Donald Dewart, ed. Boston: Bellman Publishing Company, Inc., 1947. 274 pp. plus xxiv. \$20.00

Unique features of this publication are its loose leaf form and the semi-monthly bulletin service which supplements data in the volume proper with new items and additional information concerning the institutions. Colleges, universities, junior colleges, academies, preparatory schools (not public schools), vocational and professional colleges and schools in Connecticut, Delaware, Maine, Maryland, and Massachusetts are described in the seventh edition of this publication. Pages for the other states will be shipped to subscribers monthly. The "biographical" data on each institution include the following items (when appropriate): type; grade level; control; date established; name of chief executive and education; age range admitted; faculty; certificates, diplomas, and/or degrees granted; calendar; length of course; tuition fee; alumni; enrolment; scholarships; entrance requirements; courses offered; statement of purpose; placement bureau; endowment. For each state, there is an alphabetical index of courses showing in which institutions they are taught; also a classified index of different kinds of institutions (junior colleges, schools of agriculture, etc.) and a geographical index by towns and cities. Especially valuable is the listing of vocational schools. No information on accreditation. The volume carries 24 pages of advertising.

74. *Schools of the Eastern United States*, by Adeline E. Miller and Genevieve O. Canon. New Castle, Pa.: State Schools. 1946. 336 pp. \$5.00.

This volume also includes institutions in the southern states, in Indiana, Illinois, Iowa, Michigan, Minnesota, Missouri, and Wisconsin. It is a directory of institutions at the preparatory- (except public) and post-secondary-school level. Schools for colored students, preparatory schools, schools of beauty culture, and approved schools of nursing are in separate lists. Data cover the principal curricula offered, type, control, and accreditation, in some instances. Tuition and boarding fees are shown for preparatory and special-



sized schools. The volume's most valuable feature is the section, "Professions and Vocations with Schools Having Courses." Carries school advertising.

75. *Schools of New England, New York, New Jersey, and Delaware*, by Adeline E. Miller and Genevieve O. Canon. New Castle, Pa.: State Schools. 1946. 132 pp. \$2.50.

A list of approved colleges and universities with information as to accreditation, control, type, and principal curricula; also lists professional and technological schools, state teachers colleges and normal schools, and junior colleges. Preparatory and specialized schools with information on principal curricula, tuition and boarding fees are listed separately, as are schools of beauty culture and approved nurse training schools. A valuable feature of the volume is the index of professions and vocations with institutions offering training for each. There is a limited amount of school advertising.

#### STATE

##### *New Jersey*

76. *Approved Private Trade Schools in New Jersey (flight schools)*. 3 pp. 1947. Mimeo. Gratis.
77. *Approved Private Trade Schools in New Jersey (technical schools)*. 3 pp. 1947. Mimeo. Gratis.

Above Nos. 76 and 77 published by the Vocational Division, Department of Education, State of New Jersey, Trenton, N. J. Lists of schools with location. Technical schools include those offering training for the following occupations: nursing, drafting, watch repairing, dental ceramics, etc.

78. *Colleges and Professional Schools in New Jersey*. Educational Guidance Service for Veterans. Bull. No. 4. Trenton: Department of Public Instruction, State of New Jersey. May, 1945. 38 pp.

Lists institutions fully accredited by the New Jersey State Board of Education with information in each instance as to control, accreditation, admission requirements, curricular features, degrees conferred, credit for war service educational attainment, counseling and guidance facilities, dormitory facilities, clinical facilities, enrolment, acceleration, and special features for employed students. Approved schools of nursing and institutions which offer professional on-the-job educational programs are also listed. Excellent.

79. *Private Business Schools of New Jersey*. Educational Guidance Service for Veterans. Bull. No. 3. Trenton: Department of Public Instruction, State of New Jersey. April, 1945. 15 pp. Gratis.

Lists business schools approved by the Department of Public Instruction with information as to maximum full-time student capacity, type, evening

sessions, and principal subjects taught; also types of positions for which the schools train students. Very helpful.

80. *Vocational Education in New Jersey, Public and Private Schools*. Educational Guidance Service for Veterans. Bull. No. 5. Trenton: Department of Public Instruction, State of New Jersey. 1945. 39 pp. Gratis.

Describes vocational courses available at public and private schools, including information as to particular courses, evening sessions, length of course, entrance requirements. Valuable. Material well organized.

New York

81. *Opportunities for Higher Education in New York State, Part I, Degree-Granting Institutions and Junior Colleges*, by Philip A. Cowen. Albany: University of the State of New York. 1944. 112 pp. Out of print.

Gives a brief description of each institution, including: accreditation; degrees conferred; general pattern of requirements for admission, personnel services; enrolment; living accommodations; fees; living expenses; housing capacity; physical education facilities; income from students and from endowment; value of plant; type; number of full-time students; percentage from New York and from out of state. A table shows the level of the high-school graduating class which each institutions prefers to serve. Still a valuable reference work.

82. *Opportunities for Higher Education in New York State, Part II, Non-Degree-Granting Institutions*, By Philip A. Cowen. Albany: University of the State of New York. 1945. 77 pp. Out of print.

Included are schools of nursing, business; also those offering final vocational preparation in art, music, journalism, dietetics, dramatic arts, etc. Contains information on admission requirements; level of high-school graduating class institution prefers; student-personnel services; enrolment; areas of subject specialization; living accommodations and expenses. Still helpful, if available for consultation.

83. *Subject Requirements for Matriculation in Colleges and Universities of New York State*. Bull. No. 1308. Albany: University of the State of New York. 1945. 54 pp. Gratis.

States the entrance requirements for each curriculum offered by each institution of higher education in the state. Valuable for quick checking.

84. *Vocational Training Opportunities in New York State*, by R. D. Fleming and G. A. Gilger. Albany: The University of the State of New York. 1945. 131 pp. 35 cents.

A list of public and private nondegree-granting trade, technical, and commercial schools operating in New York state which have been accepted for license, registration, or approval by the State Education Department. Institutions are listed according to the occupations for which they train. Information is given as to entrance requirements, major and minor courses offered, length of course, fees and incidental expenses. Occupations in the following categories are listed: professional, semiprofessional, managerial and official, clerical and sales services, agriculture, fishing, forestry, skilled and semiskilled trades. Firms offering apprenticeship programs are listed. A very valuable reference work.

## CITY

*Boston*

85. *Educational Opportunities of Greater Boston for Adults*. Catalog No. 24, 1946-47. Cambridge, Mass.: Compiled by the Prospect Union Educational Exchange. 169 pp. \$1.00.

Specific courses are indexed with names of selected institutions offering each. Information is given as to tuition fee, length of course, and time of class meeting. The volume also contains a description of individual schools and teaching agencies with details as to fees; time of classes; diploma or degree granted, if any; entrance requirements, if any. Correspondence schools are included. All schools have been investigated and approved. Valuable in locating schools offering specific courses. Although designed for adults, it is helpful in directing young high-school graduates who wish to continue their education in special fields.

*New York*

86. *Where to Find Vocational Training in New York City*. New York: Vocational Advisory Service, 95 Madison Ave. 1946. 107 pp. \$1.25.

Lists private trade schools licensed by the New York State Education Department and gives the following information for each: type, entrance requirements; length of course; day and evening courses; tuition fees; degrees, certificates, or diplomas awarded; scholarships. Institutions listed are those which offer some form of trade, commercial, professional, semiprofessional, or technical training, including a few nearby agricultural and technical schools and classes for the handicapped. Arranged on basis of subjects taught. Indispensable for guidance work in the New York area.

*Philadelphia*

87. *Vocational Training Directory for the Philadelphia Area*. Milton Brown, ed. Philadelphia 3: B'Nai B'Rith Group Vocational Guidance Service,

1831 Chestnut Street. 1944. 110 pp. \$1.50. (Note: A new edition will be available sometime during 1948.)

More than 250 schools and other training institutions are listed according to the occupations for which they train. Occupations are arranged alphabetically under the following classifications: professional; semiprofessional; managerial and official; clerical; sales and service; agricultural, forestry, and kindred occupations. Information concerning each institution includes: entrance requirements (sex, age, education, and experience); co-operating institutions (where such exist); tuition or salary (or apprenticeships); length of course; time of admission; skills developed (where job titles are not self-explanatory); placement service; work-study plans; day or evening sessions, *etc.* Includes vocational courses offered by public high schools. There is also an index of schools. No attempt to evaluate the institutions or instruction, but accreditation, if any, is indicated. Indispensable in area served.

#### MID-WESTERN STATES

##### *Regional*

(See No. 74)

##### *State*

##### *Ohio*

88. *To College in Ohio*. Gambier, Ohio: Ohio College Association. John W. Black, Exec. Sec. 1944. 167 pp. \$1.00.

Condensed statements concerning the 45 colleges and universities in Ohio give essential information on control; grounds and buildings; library; type; enrolment; distribution of students; principal curricula with enrolments; accreditation; number of faculty members; living accommodations; student expenses; the community; railroads; aims of institutions; departments of instruction and staff of each; courses offered; entrance requirements; plan of guidance; placement; health service; extracurricular activities; self-help opportunities, *etc.* The statements, prepared by the institutions themselves, include what each considers its special points of distinction and emphasis. Presentation of data is facilitated by the use of tables. An annual supplement brings material up to date. A new edition to be published in 1949. Very helpful on institutions covered.

##### *City*

##### *Cincinnati, Ohio*

89. *Directory of Vocational Classes, 1948-49*. Compiled by Adult Education Council of Metropolitan Cincinnati, 629 Vine St., Cincinnati 2, Ohio. 1948. 67 pp. Mimeo. \$1.00.

Lists classes alphabetically by subject (including art, business, crafts, music, professions, semiprofessions, technology, trades, etc.) with schools offering classes by code abbreviation. Class listing also shows in which semester course is offered and session (day and/or evening.) Day classes which are part of a full-time degree curriculum are not included. Institutions are listed alphabetically by code abbreviation with information as to type (men, women), entrance requirements, admission dates, tuition fee, session (day, evening) and length of course. Does not show accreditation nor does listing constitute endorsement by Council. Indispensable for Cincinnati area.

## SOUTHERN STATES

*Regional*

(See also No. 74.)

90. *Schools of Virginia, West Virginia, Maryland, and the District of Columbia*, by Adeline E. Miller and Genevieve O. Canon. New Castle, Pa.: State Schools. 1946. 104 pp. \$1.50.

A geographical directory of cities and towns (by states) with lists of professional and vocational schools; also listed are colleges, universities, professional and technological schools; teachers' colleges, and junior colleges with information on accreditation, control, type, and principal curricula offered. Schools for Negro students, college-preparatory schools, private junior colleges, accredited schools of nursing, business schools, schools of beauty culture, and schools for the blind are in separate lists. The index of professions and vocations with institutions offering training is useful. Limited advertising.

*State**Virginia*

91. *Educational Opportunities in Virginia*. Richmond: State Department of Education. 1945. 101 pp. Gratis.

Published primarily for the use of veterans and their advisers, it is equally valuable for other prospective students. Public and private schools offering opportunities for trade training (both day and evening) are listed together with the individual courses at each. Information is also given as to dormitories. Schools offering retail training, commercial education, and training in agriculture are also listed. Part V is devoted to opportunities at the college level and includes a chart showing the vocational offerings on which major emphasis is placed at each institution. A description of each approved institution of collegiate grade gives data on control, type, campus, accreditation, courses and degrees offered, entrance requirements, etc. Contains material not found in other reference works. Valuable for area covered.

## Recent Trends in Curriculum Building In The Secondary School

N. WILLIAM NEWSOM

**T**HE curriculum of the secondary school is the product of many forces and conditions which have exerted themselves over the years in shaping the form and determining the content of education. These forces and conditions are social and educational philosophy, educational psychology, experimentation and research, frontier thinking, legislation, industry and business, accrediting associations, colleges, pressure groups, tradition, complacency, and others. All of these have in some way had influence on the curriculum, but none of them was immediately reflected in the curriculum. Rather, the curriculum has been through an evolutionary process. The evolution represents trends or periods of change in curriculum building. No exact date can be set for a particular trend, but recent trends seem to have taken place during three periods: (A) prior to 1916; (B) 1916 to 1927; and (C) 1927 to date.

### A. CURRICULUM BUILDING PRIOR TO 1916

Prior to 1916, there were no curriculum practices which we could call curriculum building, as we now conceive curriculum building to mean. Rather curriculum making was a matter of curriculum organization and reorganization. There was little background of experience among school people for the development of a curriculum based upon student and social needs. Little in the way of curriculum research and experimentation had been done. Curriculum practices were largely a continuation of what they had been for decades. The school had no commonly accepted statement of objectives. Its program was based upon some general ideas of the value of an education, such as preparation for life, preparation for college, adjustment, and the like. The characteristics of this period were:

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1. *The curriculum was a subject curriculum.* The curriculum of this period was definitely a subject curriculum. As knowledge increased and was organized into subject patterns, new subject fields were added to the curriculum. This is clearly shown by the addition of agriculture, home economics, industrial and mechanical arts, and business to the curriculum as the materials became sufficiently catalogued into subject fields. Curriculum making was thought of as addition and subtraction of subjects and courses. In a like manner, new curriculum patterns were organized and the older patterns reorganized, such as the home-economics curriculum, agriculture curriculum, business curriculum, science curriculum, and others.

2. *Curriculum making was carried on as an administrative function.* This was a period of authoritarianism in school administration, which was carried over into curriculum making. Teachers had little to say about administrative matters and the determination of what should constitute the curriculum. How it should be organized was considered to be an administrative function. The school administrator was the curriculum maker. He was supported somewhat in his contention by the fact that the curriculum was a subject curriculum and consisted of subjects and courses to be offered. As the administrator was in most schools the best trained member of the staff and curriculum making was mainly a matter of determining what courses should be offered and how they should be organized into patterns, it is no wonder that the administrator thought himself best qualified to determine such matters.

3. *The curriculum was designed largely for college preparation.* The high school of this period was mainly a college preparatory institution. A relatively small percentage of the students, who were not interested in going to college, continued through to graduation, and a large percentage of the students, who completed the elementary school, did not even go to high school. Although the newer subject fields, such as agriculture, home economics, industrial and mechanical arts, and business, had been introduced into the high schools, a small percentage of the schools outside of the larger communities offered work in these fields. The school was basically an academic institution. It offered little to attract students not interested in a college education. The educational philosophy of this period also had something to do with the situation. The schools were still operating on the mental-discipline concept of education, and the academic fields such as mathematics and foreign language, which were college-preparatory subjects, fitted into this philosophy. There was also considerable resentment on the part of the



academic teachers against the so-called practical subjects. Through their efforts, and because of the educational philosophy and the slowness of school people to recognize the needs of students, the college-preparatory program predominated.

4. *The textbook constituted the learning materials.* The school textbook is an American institution. The use of the textbook as the course of study in the schools may be attributed somewhat to McGuffey's books on reading, and Webster's Blue-Back Spelling book. These books, followed by others, served a definite need and purpose. The American schools have continued the textbook as such ever since, but in a decreasing way. Education was thought of as training the mind, and, since this philosophy placed the emphasis on book-learning, the textbook was thought to be the best source from which to get this learning. During this period, the textbook largely constituted the course of study. It was followed slavishly by teachers, because it was conceived to contain what the student should learn, and because it had an organization of instructional materials which the teacher could follow.

5. *The project and problem as methods of organizing instructional materials were used.* Much teaching during this period was done without much conception of why subject-matter should be learned except for some generalities. Materials were taught without much relationship. The textbooks, which constituted the courses of study, were organized according to chapters, the materials of which were not directed toward the development of an understanding of some basic idea or concept. Many of them had their materials organized chronologically. When the people in the fields of industrial arts and agriculture introduced the project method of instructional organization, this method was readily taken over into other fields and found to be very helpful for the student's learning as well as for giving the teacher a method of unifying and vitalizing the learning experiences. The problem method of organizing instructional materials, which was introduced earlier, likewise, was very helpful to teachers. However, the problem as a method of organizing materials of instruction did not, in the early period, carry the same concept as a way of organizing instructional materials as it later assumed.

#### B. CURRICULUM BUILDING FROM 1916 TO 1927

This period represented great progress in curriculum building. This was a period when school people and the public became aware of needed changes in the curriculum. The first World War had brought about changes



in the social, economic, and industrial patterns of life, and the school had to make changes to keep in line with these changes. Since the curriculum in a broad way is the thing for which the student goes to school, the curriculum had to be studied and revised in line with basic changes in the social pattern and educational thinking. During this period schools over the country revised their curriculums. The characteristics of this period were:

1. *Curriculum building became a co-operative undertaking by all members of the staff.* During this period, curriculum reorganization gave way to curriculum building in its full conception. Curriculum building lost the administrative approach and became a co-operative matter with all teachers as well as the administrators taking part. The administrators recognized that teachers had some contribution to make to curriculum building. They felt that, since teachers did the teaching, they should have a part in determining what should be offered, what should constitute the learning activities, and how these should be organized, as well as for what purpose all of this should be done. Colleges expanded their courses in curriculum building, and teachers, following the first World War, flocked back to college in order to be able to meet certification requirements which were being raised.

As teachers became better educated, they were taken in as a part of the curriculum building organization which made good use of their knowledge and experience. Special curriculum development programs were set up in a large number of schools, and teachers were given specific parts in the programs. To direct the curriculum building program, most of the cities and many of the smaller communities employed people specially trained in curriculum work.

2. *Research and experimentation played a large part in the curriculum-building program.* During the 1920's, experimentation and research in all lines of education were undertaken on a large scale. The curriculum received some attention from the research people. The school people recognized the value of such work. Teachers, supervisors, administrators, and curriculum specialists were encouraged to do research and experimentation in connection with their work. As the curriculum people in local schools developed new materials of instruction, these materials were frequently tried out in the schools. Frequently the large cities set up experimental schools or classes within a school in which new course materials were tried out before they were introduced throughout the system. Many schools, like the Lincoln School of Teachers College of Columbia University, were set up primarily for experimental purposes. Many of the progressive schools, estab-

lished during this period, were pioneers in developing and trying out new types of instructional materials.

3. *Educational objectives formed the basis around which the curriculum was built.* Prior to 1918, the schools had no commonly accepted objectives of education. School people had long recognized the need for such a statement. For this purpose the Commission on Secondary Education was set up somewhere around 1916, and in 1918 it came out with the Seven Cardinal Principles of Education, which were originally designed for secondary education.

These objectives, with the exception of the one dealing with vocation, were considered applicable for all levels of education and were used by schools for the attainment of education. These objectives with modifications and extensions were adopted by schools as a basis on which to develop the educational program. They gave the school people a foundation for curriculum building. All schools working on the curriculum set up objectives and built their curriculum around them. They went even farther and set up objectives not only for education in general but also for each level of school and for each subject field and each piece of instruction.

4. *Some form of integration in curriculum building was undertaken.* Although the curriculum of this period continued to remain a subject curriculum, there was some attempt to make a better adjustment between subject fields and courses. Correlation became the by-word, and school people tried to bring the related matters of other fields into their courses. Some people thought that there was a need for a greater relationship between all learning experiences, but most of the thinking of this period was concerned with the relationship within specific subject fields, such as science and social studies. During this period, courses in general science became common. Professor Harold Rugg's approach in his social science series had much influence on curriculum building in many schools.

5. *The unit as a method of organizing instructional materials became common practice.* Dr. H. C. Morrison of the University of Chicago was responsible for the unit method of instructional organization. In his book entitled *The Practice of Teaching in the Secondary School*, he gave his criticisms of the then current method of organizing learning materials and methods of teaching, and set up his ideas about how instructional materials should be organized and taught. In his book, he presented the unit as a method of organizing learning materials and his teaching-and-learning

cycle. The unit method spread like wild-fire among school people and became the practice of organizing the instructional materials. However, not all school people went along with Dr. Morrison's idea of what a unit is or how it should be organized; nevertheless, the unit procedure became common practice in schools working on the curriculum.

6. *Printing of courses of study became the practice.* As schools developed new courses of study, the administrators decided to make copies for all members of the staff as well as for others who might want copies. Printing or mimeographing of courses of study materials became common practice among school men. Frequently the school administrator thought that by printing and distributing the courses of study materials of his system he could make a name for himself and his school—and many of them did. Such practice, however, was beneficial to other schools and teachers as the printed material gave the teachers some conception of how courses of study were organized. One disadvantage of this practice was that too much copying of materials from the work of other schools was done by too many teachers.

7. *Extracurricular activities became a recognized part of the curriculum.* Prior to this period, extracurricular activities were extracurricular as the word indicates. They were tolerated in the schools, but did not receive recognition as an educational activity until during the period of 1916 to 1927. In spite of the recognition given these activities during this period, they, nevertheless, remained a separate and distinct part of the curriculum. With the place accorded these activities, they increased in number and variety until some of the larger schools were offering a hundred or more.

8. *Guidance received recognition as a part of the curriculum.* Guidance or personnel work, as it was called when it was first introduced in the schools, was first established in the Boston High School about 1912. It was not, however, considered a part of the students curriculum until during this period, when the schools began to consider all activities of an educational nature as curricular. Following the first World War, guidance programs were instituted in a large number of schools, and guidance directors were employed to direct them. Guidance functions were enlarged to include all matters that affected the adjustment of the student rather than the limited function of vocational guidance as was originally the case. Schools introduced special courses designed to help the student determine his vocational and educational fitness. Many schools set up occupational courses in the ninth grade, designed to give the student some ideas about vocational oppor-

tunities and requirements. Exploratory courses were offered in many schools during the junior high-school period. Six- and ten-week exploratory courses prevailed.

#### C. CURRICULUM BUILDING SINCE 1927

Curriculum building during this period has been largely a continuation of what had been started during the period of 1916 to 1927. Many practices and approaches, however, have received greater emphasis. The following seem to be the trends so far during this period:

1. *Development of the general education program around a central core.* School people became dissatisfied with the general education program based on a system of constants required of all students. They began looking for a better program. The eight-year study of thirty-two schools was conducted during this period. The core curriculum idea was evolved, it found ready acceptance. We now find different schools organizing and developing their programs of general education in different ways. Some use guidance as the core and organize the general education program around this basic idea. Some organize the core on the subject basis along what is known as the broad fields curriculum. Some schools use the interests of students as the core. Other schools use life problems as the core. All of these approaches represent some form of integration.

2. *Curriculum building on an integrated basis.* This period represents an attempt to work out a better system of integration of learning experiences than was possible under the correlation method. Although this is a definite trend, not too large a percentage of the schools has done much about it. An integrated curriculum means more than simply relating some activities of different courses or even courses within a subject field. Curriculum integration today is thought of as a means of breaking down all subject field boundaries, when the curriculum is a subject curriculum, and organizing all activities and learning experiences around some basic ideas or concepts, or skills, or behavior patterns to be acquired. The same is true if the curriculum is a social experience curriculum.

3. *Integration of extracurricular activities into the curriculum.* Extracurricular activities during this period have lost their separate identity and become an integral part of the curriculum. They are no longer thought of as a separate part of the curriculum. Nowadays they are carried on as a part of the regular curriculum either as an integral part of a course or another course, such as dramatics, physical education activity, journalism, and the like. The word, nowadays, means that this is the trend.

4. *Use of many and varied types of activities in the guidance program.* Student guidance has for a number of years been receiving increasingly more emphasis. New and different procedures have been set up. The home room has been expanded as a group guidance agency. Much of the group guidance of the school is taken care of through this means. Its program is being centered around some emphasis for each grade or group rather than the period being used for study or a repetition from one grade to another grade of the same activities. Career and vocational conferences have become common. The use of guidance tests is now common practice. The assemblies are used for guidance purposes. The people of the community are asked to help as advisers to students about their problems and for student adjustment. Industry and business are used for a study of vocational requirements and conditions, as well as for work experiences.

5. *Discontinuance of detailed printed courses of study.* The practice of printing detailed courses of study has given way to the printing or mimeographing of basic outlines. In fact, many schools have stopped printing or mimeographing all courses of study materials. School administrators and curriculum specialists have recognized that the teacher should have only an outline of the course materials. They leave the rest to her to fill in, in accordance with the needs of the particular group of students she is teaching. This is shown by the use of source units from which teachers make adaptations and fill in as the needs demand for the student group.

6. *Use of many sources of assimilative materials.* With the expansion of knowledge in a rapid manner, it is recognized by both administrators and teachers that no one source of assimilative materials is adequate. The textbook has lost its place as a course of study. Many sources of printed materials are now available from both the classroom library and the central library of the school for use in different courses, and teachers are making use of them in their classes. Audio and visual aids, observations, excursions and field trips, and work experiences are also being used as source materials.

#### IDEAS ON SCHOOL-COMMUNITY RELATIONS

**T**HE 1948 *Student Councils Handbook*, which has just come off the press, contains, among much other information concerning the operation of Student Councils, descriptions of fifty-three school-community projects undertaken during the past school year through the direction of Student Councils of high schools in the nation. This Handbook, which contains 144 pages, is sent free as a part of the services of the National Association of Student Councils to its member Student Councils. To other persons, the publication may be secured for one dollar per copy.

School Student Councils interested in joining the National Association of Student Councils are referred to the application blank on the last page of this publication.

## Consumer Interests--Family Style

MRS. A. N. SATTERLEE

**T**HERE are innumerable approaches one might make to this particular topic but since I am considering it primarily from the standpoint of an observer, my preference is to visit with you from my observation post—Consumer Interests of Minneapolis. However, I shall be completely honest only if I supplement occasionally with gleanings from other organizational vantage points and add some comments on my own normal experiences as a wife, a mother, and a grandmother. One thing I know full well, no community, state, or nation can hope to be any stronger, happier, or effective in a wide world pattern than the living patterns followed by its families. The influences which determine the living in the family, be they economic, cultural, or spiritual, must of necessity be reflected in the daily lives of members of those families who, outside the shelter of the home, make the contacts with members of other families and thereby create community life. We might be tempted to brief this article to just that statement and conclude it there, or we could say, to sum it all up, that, since we are supposed to be talking about Consumer Interests-Family Style, and all things appear to revolve around the dollar—that consumer dollar which has shrunk to so little it's not worth worrying about any more—we will just bungle along any old way. But that would be cutting off an opportunity to share with you our adventures into the land of everyday living where customers are concerned not only with dollars and what they will buy or won't buy, but also with unbuyables. Consumers are people. Maybe people are funny. Even grandfather was queer, so queer that a man wrote a book about him. Grandfather and his family, way back in early New England days, had consumer problems. Families were concerned with invisibles and intangibles and still are. They may or may not understand them.

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Mrs. A. N. Satterlee is Vice-President and Manager of Consumer Interests of Minneapolis, Minnesota.

Families are still engaged in a search for happiness as well as security. We find this to be as true of the uneducated as of those who, through formal or informal education, are better prepared to be wise and successful consumers.

The daily struggle for economic freedom is not always the handicap some would have us believe. For some, it is a rewarding discipline. The modern family is most certainly concerned with consumership, both individually and collectively. Perhaps most families recognize this and discuss it. The family that does has marched a long mile on the road to solving its consumer problems. The family that has no defined pattern of living holds no consultations, or which, through false pride, never identifies its true financial status for its several members, is conceded to be disunited; therefore, a weak family unit. Even one weak family unit affects the total strength of a community. We see evidences of this kind of weakness at every economic level. We observe the dissatisfaction and unrest which reaches out to disturb our national and international equilibrium. It emanates from homes where both individuals and the group are victimized by ignorance, misinformation, false pretenses, and unsound practices. This is proved by the poor consumership exhibited in grocery stores and meat markets, in public eating and amusement places. We see startling examples of poor judgment on our streets, in our movies, and in our schools, and we conclude sadly that neither the head nor the members of such a family are adequately prepared to meet the perplexing consumer problems of today.

You are probably thinking, this is just one more story about what is wrong, but like so many others minus a remedy. That I now am about to disprove. There is a remedy—there are cures.

#### CONSUMER EDUCATION IS CONTINUOUS

First of all, there is no consumer illness that cannot be relieved and eventually cured by consumer education. Like all education, it will not end at any given time nor will any graduation exercises provide a conclusion. It must of necessity continue as long as we need information and help with our consumer problems. It must start at a much earlier time than we have perhaps thought proper. It can have as effective a beginning with the first penny in the hands of a little child as with the first pay check or envelope of the adult earner. Certainly the young earner, so flush with money during wartime, was at the mercy of his own egotism and the cold world where untrained consumers paid too dearly for too many whistles.

If any American family is laboring under the delusion that any day is too late to start, it behooves those of us, who lay claim to leadership and who have



had the privilege of varying degrees of consumer education, to concentrate at once on correcting such fallacy. Indeed, we can well recognize that here is a ready made field where we can share what we have with those who have little or none. We do not need a formal classroom; we do not have to spend long hours delivering theoretical treatises on how to make a dollar stretch beyond its present shrunken condition. We *do* need to find ways and means to interest families and individuals in acquiring practical and factual information for immediate use. We must promote our cause. Our cause is *consumer education*. We must practice all the best methods of salesmanship. Ideas have to be sold the same as goods. Consumer education is made up of ideas, ideas of how to be happier, healthier, and safer Americans.

Now, where can this consumer education be found? Everywhere—in schools, in stores, in magazines, in newspapers, on streetcars, and, most certainly, on the radio. Who will direct it? Formal education, both for the adult and the young consumer must, of course, be given by trained people. What kind of trained people? The kind who are equipped with theory and a background of sound training—trained people who are also mentally and morally honest, who have experience in living in the midst of consumer problems as well as book learning. If we are to have conscientious consumers, we must have conscientious teachers. In fact, this is as good a place as any to quote Doctor Thomas H. Briggs who gives this definition of the purpose of consumer education: "It is to help people become more intelligent, more effective, and more conscientious consumers." And then he goes on to state: "Skill in consuming is never enough; there must also be wisdom and character. Wisdom in consuming as in all of life depends on one's having clearly defined, high quality purposes and goals. Character is strength to govern one's life accordingly. Therefore, the foundation of consumer education in common with all education is to help each student (1) develop a sense of values, (2) determine what he wants most out of life, (3) set his goals and see them in proper proportion, and (4) then act according to his developed principles."

We have need for less bias and prejudice; we have great need for the dispensing of whole truths, not half-truths or misrepresentation. Teachers and leaders alike must know whereof they speak if they are to help the consumer of individuals and groups. "Know-how" cannot come from books alone. It must also come from experience if it is to be accepted by consumers and prove its worth by actually being workable. "Know-how" must produce results that can be proved by simple arithmetic as well as the glow of satisfaction one senses when making a good buy or driving a good bargain.



We find in our work with the family as a whole or with any member of a family, young or older, that the units of the Consumer Education Study, developed by the National Association of Secondary-School Principals, make a valuable addition to any home library, and we recommend them. We find that where young people have been exposed to these in our public schools that they carry home to their parents an enlightened viewpoint of what wise consumership can do for family relations and the family pocketbook. We also find that professional people in the legal and other businesses recommend them as excellent refresher and resource material. Who are we then to pass them by?

The family which, through lack of information or understanding, makes poor choices in any market where consumer goods are offered is the very family that needs guidance. It does not need to be indoctrinated with the private beliefs and opinions of those of us who, for some reason, are available to teach or lead them. Intolerance is found in many areas besides race and creed. Only knowledge can dispel it.

#### LEADERSHIP IS NEEDED

Any leadership, or teaching, which functions in the field of family relationships, is by virtue of that position charged with a responsibility of great magnitude. By realizing that good citizenship and good consumership are synonymous, we who hold positions of trust can hardly sidestep our duty when it falls to us to help make this a better world in which to live. Perhaps, right at this point we should take time out to conduct a brief inventory; inventories are such practical things; they clear away the cobwebs that cloud our vision. By answering a few pertinent questions, we can get a clearer sense of direction. Just why is the family as a unit so important in our consumer interests considerations? Does it really need consideration? Is that need recognized by the families themselves? Do we really need to dwell on this subject in a field as prosaic as consumer interests? Need we get all steamed up? Aren't other areas, other technicians taking care of all this? Is the family disintegrating? Do we actually want it to hold together? How important is it to the farmer, the manufacturer, the retailer for families to maintain homes, to stay integrated? Will the production of consumer goods for families mean more employment and greater security? These are some of the questions we must ask ourselves. The answers will help provide remedies for consumership ailments.

May I repeat,—it is not a matter for lackadaisical action, whimsical thinking, or dillydallying. Time is still short. Many matters are pressing; decisions

have to be made now. We find, for instance, that the problems which face families with a single income—that are dependent on one worker—rank very high. Economic worries—assuming that the family is four, two adults and two children—multiply faster than earnings, or the capacity to earn, increase. If there has been no formal, informal, or premarriage home training, the situation is frightening. Money management is an unknown quantity—soon money is, too. This can be corrected.

The family with two or more earners has more funds, but not necessarily more fun. We find everything from accusation of unfairness to downright cheating in this type of family unit. This, develops usually when two married groups are sharing inadequate housing, especially if couples are related. Divorce court records are testimony to this. If the second and third earners are sons and daughters, unmarried and living at home, another almost chaotic condition prevails. Parents, who are unwise enough to let this continue without facing it, are doomed to a miserable existence. The courage it takes to have a clear understanding seems to be lacking. Mothers tell us they do not know where to begin. "Why did we ever drift into such a precarious place?" they say. In many cases it is already too late; and hard-headed youth as well as those who feel they are misunderstood, stalk off to try to fit into an already overcrowded outside. Don't misunderstand; we are not advocating the "never leave the nest idea;" but the bitterness that sends the young from that nest, simply adds to an almost hopeless present-day mess. Such conditions make us wonder if courage is no longer included in our desirable characteristics! If the makeup of a family includes an in-law parent on either side, the economic chaos is unbelievable. Everyone wants to boss, yet the truth is that few are skilled enough in home management to work this problem out or make the supply of consumer dollars meet the demand. One could make other designations, but each one to be cited would indicate a condition of confusion, and always in the picture is the seemingly unsolvable problem of how to stretch the consumer dollar. People still joke about money being the root of all evil and defiantly add, "Give us more of the root," although they appear to know far too little about how to make that root produce a growing plant.

#### HOW CAN WE HELP?

Can we have a strong community or nation and have all these distraught people pulling hither, thither, and yon? Of course, we can not. Can these unhappy conditions be corrected in any given length of time? No, probably not, and certainly no end can be reached until the beginnings are made

We most surely must try to understand each other's problems and share the solving. We have need to be willing to admit the inadequacy of many of the solutions so far offered. There is progress being made, especially in Youth Consumer Education, under the Consumer Education Study plan. When we have made that kind of consumer education available to enough young people, sons and daughters of high-school age will not have to admit that they never know what the family income is nor where it comes from—that the hours of labor it takes to buy one pair of jeans means nothing to them. Perhaps some sad stories related in juvenile court rooms would be left out if sons and daughters knew about the insurance and running costs for the family car.

If we can answer the question: Why have our young people so little understanding?; if we can justify our remoteness from the most vital factors in successful living, maybe we can catch a vision of what we ought to set about doing to make the future brighter. Therein will be the remedy. Adult education, which is really consumer education for the adult, is doing a splendid job. We need more of it. Let's make it so important and effective that no taxpayer can object without being pointed out as an obstructionist.

In the meantime, a self diagnosis is a worthy adventure; sometimes we seem to get in our own light. Far too many of us fear change; yet change is that thing of which we have a constant supply and some think even a surplus. To cite an example of change that comes to mind, a change that has already affected the family's buying habits, let's take packaged meats. Are we resisting or adapting ourselves? Now, maybe you think this doesn't fit in here. I do, for now any member of the family can do the family meat shopping if that service is available. If there is understanding as to how much money can be afforded for meat at a given time and if the family's choices and capacities are considered, in other words, if the consumership training of the family is adequate, they can take advantage of this new method, this new shopping service, this first great change in meat marketing. If they are not, what are we doing to prepare them and help them understand how to profit by such a change? What are you and I doing to help the family understand how to use advertising effectively? Do we know how to do our week-end shopping on paper from the paper before we even go to market, or do we still cling to an old belief that all things that are advertised cost more? Do we constantly direct them to the use of labels and other care helps? Oh, yes, we have touched on these things in classrooms and group meetings, but how progressive are we? Did we include help for older brothers or fathers in the buying of their summer suits, or are we intent only upon the women in the family? Family-style,

consumer interests could be, will have to be, inclusive unless we are singling out just certain individuals or age groups for help with consumer problems.

#### CONSUMER INTERESTS OF MINNEAPOLIS

Consumer Interests of Minneapolis believes the family is more important today than ever before. The American home is the bulwark of our national existence. You and I are trying to serve that home through the families that live in them. One member's problems affect all and the interests of all deserve consideration. There is work to do. The problems of buying, using, and caring for consumer goods are mounting with the shrinking of the dollar. The consumer has interests that are definitely styled according to family relationships as well as size and financial status. These interests are our responsibility. We too are consumers, and so we have our own well-being at stake as well.

Are we reaching out to the parents through the children we are teaching. If we are working in service divisions of business, are we making the sale of a stove, a hot water heater, or a toaster important to the whole family? Maybe the kids won't bang up the furniture if they are given a sense of possession. Have we been completely honest and told them that the dollars that buy these things for their comfort and well-being may mean fewer dollars or dimes for their special pastimes, or that planning for big family purchases will mean fewer small items, perhaps even fewer clothes. Have we helped to make them understand that made-over clothes are less disgraceful than poor credit and unpaid bills? Do we do all this willingly with thankfulness for the opportunity of helping constructively, or do we blame everyone else but ourselves such as business, government, and just people, because consumers are unhappy? Children and youth can appreciate the food they have and the consequent health, but they need not think it comes like manna. It adds nothing to their stature as coming citizens to be shielded from all participation in consumer responsibilities. The old theory that children must not be burdened with knowledge of family problems may have become outmoded, for there are many who believe the pioneer practice of talking things over in the family is the answer.

We are a nation of demanders. Demand and desire are two quite different things. There are still those who are content to work for a desire, who are willing to consider that demanding belongs in the realm of delayed action.

Consumer interests are as varied as the world is full of things. We no longer aim at being happy as kings, for most kings are insecure and downright unhappy. I am certain that the advent of total employment and so much more money in the hands of those who were handicapped before the war has

*(Continued to page 162)*

## A Course in Occupations

LAWRENCE B. KENYON

**W**ALL-DECORATIVE photographic murals on local industries, product displays in the form of photoettes, transcribed recordings of trips through plants, miniature corporations to teach facts about business, a vocational display representing over forty different types of employment—all these devices have been used in the Davenport High School as ways of making occupational information interesting to students. There is no doubt about the value of occupational information. Students need such facts to select courses intelligently while in school. They need to understand their own aptitudes as well as the demands of various jobs. When they do not have the opportunity to secure this information, they are loud in demanding it. Yet, too often courses in occupations are dull and uninteresting, filled with out-of-date facts, and far removed from the real needs of the students.

We do not claim to have completely solved the problem of making our required course in occupations at the Davenport High School interesting to all students, but we have added a number of activities that appear to have helped keep students interested. They are described here as suggestions in the hope that they will help provide further ideas for others trying to present the vitally important field of occupational information as interestingly as possible.

Davenport High School, located in Davenport, Iowa, includes the tenth through twelfth grades, with an enrollment generally running close to 2,100. All sophomore students are required to take a course in occupations, meeting twice a week for two semesters. A six-week unit on vocational guidance is also included in the ninth-grade civics course.

In order that the reader may better understand our program, we shall give a little background about the school and community. Davenport has

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an estimated population of 80,000. It is located immediately across the Mississippi River from Moline and Rock Island, Illinois. These cities, with East Moline and Bettendorf, the latter a small industrial town adjacent to Davenport, have a population of over 200,000.

Davenport's industries are well diversified, although most of them are in the metal-work field. Metal products manufactured here range from specialized machine tools to locomotives. Other products include flour, clothing, wooden ladders, paper boxes, and a wide variety of other items.

The entire area is highly industrialized, and is especially noted for the manufacture of farm equipment. Although no farm equipment plants are located in Davenport, many of her factories supply various parts to the industry, and many of her residents are employed in the industry. The Rock Island Arsenal, which has a normal peacetime employment of around 3,000, draws over half of its workers from Davenport. Davenport is also an outstanding trade center, providing many opportunities in both retailing and wholesaling. Much of this trade comes from the very rich surrounding agricultural area.

#### THE TENTH-GRADE OCCUPATIONS COURSE

With that brief background material, we shall turn to the organization of the required 10th-grade occupations course, and some of the techniques used in developing material. Boys and girls are taught occupations in segregated classes. This year there will be four teachers handling the classes. Each teacher also serves as a counselor in the general guidance program. The writer also does the placement work for boys and serves as general coordinator for the vocational guidance program throughout the school system. The girls' placement work is handled by one of the other teachers.

The course this year will include the following units: Understanding the School, 6 weeks; Understanding Yourself, 8 weeks; Understanding Occupations, 10 weeks; Understanding Your Future, an individualized study of specific occupations and planning of courses for the eleventh grade, 3 weeks; Understanding Labor Laws, 3 weeks; and Understanding How to Get and Hold a Job, 4 weeks. Two weeks are left open.

Although the occupations course at Davenport High School includes units which do not deal directly with occupational information, we shall discuss in this article only techniques directly related to the teaching of occupational information.

In all our projects, two basic objectives have been kept in mind: *first*, the need to provide students with information about the wide variety of oc-

occupations from which they may choose, with special emphasis on local opportunities; *second*, the need to provide opportunity for local businesses and industries to co-operate with the school in providing this information for students.

### *Murals*

In order to show visually the many job opportunities found locally, and also to provide the necessary atmosphere for the occupations classrooms, we have secured a number of murals from local industries. The writer suggested the possibility of such murals to the secretary of the Manufacturers Bureau of the local Chamber of Commerce, and secured his support. The Chamber then sent out a letter to various firms suggesting that they might like to provide one or more murals for the high school, showing various phases of their operations. Over twenty companies responded, and we now have a fine collection of industrial pictures.

The murals were made 40 x 60 inches, mounted on one-half inch beaver board. They were fastened to the wall by a molding at top and bottom. Our pictures were prepared by a commercial photographer, but, in a school with a camera club or a class in photography, the work would make an excellent class or club project.

If any of the readers wish to secure such murals, we believe the following suggestions might help: *first*, try to get some local organization of manufacturers or businessmen to back the project; *second*, advise with the companies on planning the pictures. Many try to crowd too many scenes into one mural. The most effective murals were made up of a single picture. We do not allow company names to be mentioned, nor products to be featured. We found several of the murals unsuitable for classroom use because of the advertising. Acknowledgement of the company donating the mural can be made by having small printed cards made and placed in the frame.

We feel that these murals will add a great deal of atmosphere to the occupations classrooms and to our industrial arts shops, where we plan to place some of them. The opportunity given to local businessmen to co-operate with the school was another valuable part of the project.

### *Industrial Displays*

Since we wanted our students to be acquainted with the wide variety of products manufactured in this area, we felt that a display of these products would be desirable. However, many products are too bulky and expensive to be placed on display.



Through the local Chamber of Commerce, we secured a collection of "photoettes," illustrating the various products of the area. These are photographs mounted on plywood to give the illusion of a third dimension. The photoettes were purchased by the individual manufacturers and presented to the Chamber of Commerce to be used for display purposes. The Chamber in turn loans them to the school during part of the year.<sup>1</sup> In the case of certain small items we have also displayed the actual products, and in the future we hope to develop "process" displays, showing various steps in the manufacturing of certain articles.

#### *Posters*

When we contacted various companies for materials to use in the classroom, we found that most of them were willing and eager to co-operate but they lacked material. Therefore, we offered to make, through student industries, a miniature corporation described later in the article, posters showing various aspects of the company, types of work offered, *etc.* The companies paid \$10 apiece for the posters, then donated them to the school. The student corporation employed student artists to make the posters.

In these posters, we tried to include information about the product of the company and the types of jobs, together with photographs showing various scenes in the factory. Since these posters were to be used as specific teaching devices, they were planned to show more specific material than is found in the murals.

We have also found that posters are excellent devices for helping the students understand the various labor laws. In almost every class, there are several who are interested in art work, who will volunteer to make such posters. Often this type of work is the key to the interest of a student who has shown very little enthusiasm for the course.

#### *Recordings*

Another novel project carried on by the student corporation has been the making of recordings on various industries. Under the general title "Student Industries of Davenport High School Presents Davenport Industries," recordings on three companies have been completed. The scripts have been partly written by students, with the help of teachers and the public relations departments of the companies involved. Students and officials of the companies take various speaking parts. Sound effects of the various machine operations add to the atmosphere of on-the-spot recordings.

<sup>1</sup> Further information on photoettes may be secured from the Isom Company, 1700 McGee St. Kansas City 6, Mo.



In preparing the scripts, we include a brief history of the company, something of its organization, its production methods, and the various jobs available. In every case the personnel director has offered valuable comments regarding the employment opportunities and qualifications for which employers look when hiring applicants.

The recordings have been made right at the factories by a local radio station. They are first recorded on wire, then transcribed on 16-inch records, to be played at 33-1/3 revolutions per minute. While this requires special playing equipment, it does make it possible to put a fifteen-minute recording on one record. The companies pay for the cost of making the record, then give it to the school. Such recordings add a certain novelty to the class work. It also enables businessmen to tell the story of their industry without visiting many different classes.

As a class project, such recordings offer many opportunities for worthwhile experiences. First, someone must visit the companies and sell them on the idea. Next, one or more students visit the plant to get ideas for the script. Writing the script is an excellent exercise in English. Producing the script gives the teacher a chance to help the students in public speaking. It also gives them experience with a radio microphone. We also make use of transcribed vocational guidance programs secured through our state agricultural college radio station.

A more elaborate project would be the preparation of a co-ordinated filmstrip and recording. Such a project would involve much careful planning and give opportunity for many worthwhile learning experiences.

#### *Localized Textbook*

Most textbooks of occupations have been written for the widest possible group of readers, with statistics on a national rather than a local basis. We felt that, since most of our students will probably remain in this area as workers, we should use a text built around local occupations and offering local as well as national statistics.

With that in mind, the writer of this article prepared the text, *Occupations in Davenport*. Since practically all the major occupations are found in this area, we feel that the coverage is quite complete. The following chapters are included: Agriculture, Distribution of Goods, Manufacturing, Building Trades, Clerical Occupations, Service Occupations, Transportation, Communication, Professional Occupations, and Government Service. In each chapter, we have tried to cover the major types of jobs, with special emphasis on the local situation.

Information was secured from various publications on occupations, supplemented with interviews, observations, and material from various local reports. Preliminary statistics from an occupational survey of Davenport, started by the Director of Industrial and Adult Education in 1947, were incorporated in the text. Later we plan to rewrite the entire text to include complete information which we found through the Survey that had been made.

### *Student Corporations*

Since students learn best by doing things, the organization of a miniature corporation provides an excellent source of valuable experiences. It also provides the teacher with much material to use as the basis for class discussion.<sup>2</sup> The writer has organized several such companies, some being very successful and others not so successful.

The first step in organizing such a company is to get a group of interested students together. This may be done outside of class, or, with some groups it can best be done in the regular class period. Ideas for products and activities for the company are quickly developed by wide-awake students. After a preliminary meeting, a committee should be appointed to draw up a charter.

Drawing up the charter involves studying charters of real companies. These are frequently published in local papers as new companies are incorporated. If possible, the charter committee should visit a lawyer to discuss the charter. Instead of incorporating within a state as a real company does, our student corporation secures a charter from the school administration.

When the charter has been received, the next step is to raise money through the sale of stock. The organizers of the company must sell their ideas to others in order to sell the stock.

Students are faced with the practical problems of bookkeeping. At frequent intervals, the balance sheet and profit and loss statement are presented to the class. When one student treasurer got the books badly mixed up because of his failure to make entries on time and accurately, the whole group saw the need for careful bookkeeping.

Students got a lesson in the need for good leadership when one company failed because the management could not carry out its own ideas. It is easy for the teacher to use such occurrences as the bases for discussions of the problems of real businesses.

<sup>2</sup> See "Occupations Class Goes into Business," December, 1947, issue of *The Clearing House*.

The Manufacturers Bureau of the Chamber of Commerce became interested in the work of one particularly successful student corporation and entertained the officers at a dinner. At this dinner, some of the leading manufacturers in Davenport listened to the students tell of their production problems, then presented their own problems. Students learned at firsthand of the difficulty of securing raw material for certain products, of the problems of selling locomotives in foreign countries, and of many other interesting facts. It was an invaluable experience for the students. At the close of the meeting, the head of a large corporation stated that it was one of the most interesting evenings he had ever had. Thus, in all, it was found to be a very profitable experience.

#### *Vocational Exhibit*

The high point of our vocational guidance program last year was a vocational exhibit called "Opportunity Day Career Exhibit." Instead of the usual Career Day limited to speakers, we attempted to present displays illustrating the major occupational fields in this area. We first suggested the idea of such an exhibit to a group of representative business and professional men. When they received the idea with enthusiasm, we contacted other groups. We found almost every organization which we contacted eager to co-operate.

As far as possible we tried to get trade or professional organizations to sponsor the displays, but in a few cases it was necessary to have some individual company act as a sponsor. Among the groups represented were the Manufacturers Bureau, with a display showing the wide variety of jobs found in local industry and the diversity of products manufactured in Davenport; the National Office Managers Association and the Society of Cost Accountants, who developed a model office showing the latest type of office machines; several sales organizations; a railroad; an airline; a large trucking company; police and fire departments; the army and navy; the electricians' and the painters' and decorators' unions; local radio stations; such professional groups as doctors, dentists, osteopaths, podiatrists, nurses, lawyers, teachers, architects, and engineers; newspapers and advertising; the local Employment Service; the Scott County Farm Bureau; and the Rock Island Arsenal. We also had displays showing the relationship of various school subjects to vocations. There were forty-two separate exhibits, representing several hundred different occupations. The smallest displays were set up in booths 8 feet by 8 feet, while the large ones varied from 16 feet to 60 feet in length.

Each exhibiting group was asked to furnish one or more representatives to talk to interested students and also to furnish printed literature about the occupations shown, if possible. We found that the opportunity of talking with individuals working in the various fields was especially appreciated by the students.

The exhibits were set up in the gymnasium, which includes two large basketball floors. Students were allowed to visit the exhibits during any free periods. Many teachers brought their classes. The exhibit was open in the evening for local students and parents and for visitors from other schools.

We feel that a greater student interest was developed than is usually found in Career-Days consisting of speakers only. Other advantages include the opportunity provided for students to see visually the wide range of vocations open and to talk with representatives of various fields. We found the project gave an excellent opportunity to business and industry to co-operate with the school. Several hundred leading business men served as representatives. Not only did they give the students much valuable information, but they also learned much about our school program and what we are trying to do in preparing the students for their future vocations.

Both students and exhibitors expressed the feeling that the exhibit was very worth while and that it should be repeated. Because of the considerable expenditure of both time and money on the part of the many exhibitors, we are not sure that such a project should be an annual affair, but we do feel that it should be held at least every two or three years.

#### *Additional Techniques for Presenting Occupational Material*

There are, of course, many other valuable techniques for presenting occupational material. We make extensive use of vocational movies. We hope to extend our program of field trips to local industries. However, since these techniques are more widely known and have been the subject of frequent articles, we shall only mention them here.

In developing a course in occupations, we believe that the most important point to keep in mind is that the material be kept practical and that it emphasize occupations to be found in the geographical area in which most of the students will remain.

#### **RECORD FORMS**

Yes, your Association has developed a number of Permanent Record Forms—Scholastic, Personality, Transfer of Credits, and Cumulative—for use in the secondary schools. These are available at low cost because of the great demand for them and of the large quantity printings. If you are not familiar with them, write for information.

## Swarthmore Did Care

HENRY F. HOFMANN

**A**S the school year 1947-1948 got underway, the newspapers were carrying headlines about the Friendship Train, the Marshall Plan, and other ways by which we, in this country, could alleviate the desperate needs of Europe. To give material aid, as well as friendship, was desirable from a humanitarian point of view. The faculty of Swarthmore High School, with the inspirational leadership provided by the administration, saw this as a real opportunity to vitalize and dramatize the social studies program. The social studies teachers were set to work exploring all the implications of a workable project. They submitted a report to the entire faculty. Some of the major points of this report were:

1. If the school embarks on any project of this type, it must be a truly significant one and not merely a perfunctory sort of thing superimposed upon an already heavily burdened curriculum.
2. The program adopted should be a significant part of the social studies department.
3. The students must feel the project is their idea and creation if the program is to have its greatest value. This can be accomplished only by the most subtle kind of guidance on the part of the faculty and administration.
4. The organization Co-operative for American Remittances to Europe, better known as CARE, seems to be the most desirable agency through which to work.

This report was accepted by the entire staff who pledged their co-operation wherever desirable to insure the success of the program. It was agreed that the social studies teachers should assume the responsibility for inspiring the pupils to develop a significant project without the pupils realizing the preliminary steps already taken by the faculty.

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Projects such as these work best when the school staff is not the obvious motivating force. Hence the development of this program is recorded below as any citizen of the community would have observed it and the way in which the pupils in the school actually believe it occurred.

#### THE PROJECT

Every community takes pride in its accomplishments and other attributes. The community of Swarthmore in Delaware County, Pennsylvania, is no exception. Swarthmore is a small, college town with the sedate virtues of all such college-dominated communities. It is the college background that gives Swarthmore its greater claim to fame. In recent months, Swarthmore has been equally proud of its public high school.

With a real sense of pride, Swarthmore admits that its pupils are not typical of all American high-school pupils. The students are different in that they have a strong academic background, the community is definitely *upper middle class* economically, and the young people are very much sheltered from the vicissitudes of life. But more important than the differences between the students in Swarthmore and the students in many other communities are their similarities. Swarthmore students are the same as all American boys and girls in that they have a real concern for their own problems; they have a true sense of charity; and they have a tremendous desire to help straighten out the present world entanglement. These are natural drives of all young people which, under proper direction, constitute one of the greatest forces for good in our civilization.

Swarthmore High School, as all other schools, is besieged with requests for one campaign for funds after another. If a school is to prepare young people for living in a free society, it should introduce them to the many drives that "finecomb" all communities. All campaigns to raise funds for worthy causes have real education values if they are not overdone. The high school in Swarthmore found that one drive following on the heels of another soon numbed the students to a point where the announcement of any drive brought about a mechanical response. Too frequently, the mechanical response was extracting an additional nickel, dime, or quarter from Dad, to be inserted in any one of a number of multicolored containers which appear on the teachers desk throughout the year. In return for this meaningless contribution, the pupils receive a medallion, pin, or card which they hold with equally meaningless regard.

Last fall after the school held its usual campaign for the Junior Red Cross, United Charities, Foster Parent, and others, Swarthmore High School

was requested to conduct a new drive. The proceeds of this new drive were to be used to purchase CARE packages for Europe. The charitable instincts of youth made this program appeal to them. But this new drive on top of many others brought these students face to face with a problem that had been growing rapidly for the past few years. When students see their problems clearly, they want to act in order to find proper solutions. These students did act.

On November 19, 1947, the first step was taken when this problem was brought before the student governing agency. The problem as presented was, "What is Swarthmore High School going to do about the CARE campaign?" Two committees were set to work to study the problem. One committee was made up of five seniors; the other committee, of the five social studies teachers. These two committees were to make separate studies.

#### *Organization Procedures*

The social studies teachers, after two weeks of study, made the following report:

1. A consciousness of Europe's problems and needs should be developed through an intellectual approach in the classroom by fusing it with the subject matter and not as an area unrelated or superimposed on the course of study.
2. Activities involved in using this approach would vary according to grade level and subject-matter fields.
3. The extracurricular program should also be utilized in realizing these goals.
4. Any program set up should be formulated co-operatively among students, faculty, and administration.

The student committee merely reported the problem larger than one on which five pupils should act and requested that the senior social studies classes take the necessary time to explore the entire problem.

About the time discussions were initiated in the senior social studies classes, the social studies teachers proposed a list of activities which might be employed in conducting a meaningful campaign. In the social studies classes, the students explored all possibilities and problems of a CARE drive. The senior class unanimously agreed that Swarthmore should have a campaign to raise funds for CARE and that it should be a meaningful enterprise for the students because it was a real opportunity for Swarthmore High School to aid in helping to solve one of the gravest problems in the world. They also decided that the original committee appointed by the student

governing agency should be expanded to eleven members by the addition of two members from each of the three senior sections. This new committee was to hold its meetings during the school day. The time was taken from the social studies classes.

### *The Program*

By January 9, 1948, this committee, which is referred to as the Original Planning Committee, submitted the following program to the senior class:

1. The pupils of Swarthmore provide the leadership for an "all-out" community drive to raise funds for CARE.

2. The week beginning February 29 and ending March 6 be dedicated as CARE Week. Each day during this week should have some specific program emphasizing the CARE project.

3. Through social studies classes, steps be taken immediately to determine the European country which would benefit by Swarthmore's CARE project.

When this tentative program was unanimously accepted, things really began to happen. The Original Planning Committee set up detailed plans for the CARE project and for an organization to carry out the program. An over-all chairman was appointed. Under the chairman came five key positions.

1. Committee in charge of student activities to raise funds.

2. Committee in charge of public relations. This committee was to be responsible for all publicity and also for securing the co-operation of community organizations.

3. Art Committee which had to do any and all art work involved in the project.

4. Business Committee which was charged with handling all funds.

5. Program Co-ordinator through whom all projects had to be cleared. Pupils were allowed to sign up for the area in which they would like most to serve. From this list, the student chairman, with the assistance of the chairman of the social studies teachers, selected the committee heads.

Armed with this organization and a detailed plan of events, the chairman of the campaign presented the project to the faculty at a regular meeting. The faculty was overwhelmed with the charity, magnitude, and sincerity of the entire project and immediately gave it their approval and pledged their co-operation.

### *Class Activities*

In all social studies classes, the needs of the various countries in Europe



were explored. Out of these discussions, nine nations were considered as the most needy. The countries were Austria, Belgium, Czechoslovakia, France, Germany, Greece, Holland, Italy, and Poland. The students supporting each nation met and selected a spokesman for their group. A special assembly was arranged in which the best arguments in support of each country were presented. These speakers ranged from grades eight to twelve. After the assembly, adequate time was taken for further discussion in each social studies class. When the pupils felt no need for further discussion, a vote was taken. On the first ballot, Holland and Germany were decidedly ahead of all other countries. In a runoff vote, Germany was selected. The pupils, wisely, delegated the selection of the town in Germany to CARE. The town assigned to Swarthmore was Stade, a town in the British zone between Hamburg and Bremerhaven.

Each of the five social studies teachers assumed the responsibility of guiding one of the five key areas of endeavor. The student chairmen, with their sub-committees, worked out the details of their responsibilities.

#### *Committee Activities*

The committee dealing with public relations went to work immediately. The chairman appointed two subchairmen. One was to take charge of all publicity. Under this subchairman was a committee responsible for photography work, another to write all press releases, and a third one to make plans to canvass the community. The other subchairman was in charge of contacting special groups. Serving under him were four committees. One committee was in charge of contacting all churches and church groups. Another was responsible to call on every businessman in the community. The third one had to contact all service clubs and groups. The last one was to work to secure the co-operation of Swarthmore College.

All students interested in aiding the development of a program of activities to be conducted met with the chairman. The pupils developed a program for the entire week. Special sub-committees were set up to supervise each activity. The result was:

On Monday morning, a special assembly was held to inaugurate the drive. The Burgess and a former German government official spoke.

On Tuesday in all English classes, letters were written to boys and girls of Stade.

On Wednesday, another speaker who was familiar with the needs and conditions in Europe spoke, and the film, *Seeds of Destiny*, was witnessed by the entire school.

Thursday was the greatest concentration of student effort. All school organizations were invited to contribute a program to be presented to the public. No admission was to be charged, but any contribution was to be accepted. Practically every organization in the school contributed to this program. The school band opened the program and the school choral societies closed it. In between, there were skits prepared and written by students, square dances, a short skit performed by the faculty, line dances, and a series of tableaux staged by school athletes. Music for special numbers as well as music between acts was played by the school jazz orchestra.

Friday night there was a dance, for which the boys purchased tickets but toward which the girls could also contribute.

The business committee took charge of the collection of funds at all activities. Since it was agreed to avoid incurring any expenses, the function of this committee was primarily one of receiving funds. This committee planned and managed a benefit at a near-by theatre which was held the week before the intensive CARE Week.

The program director and his committee had an elaborate framework from which to work. Their main job was to be sure the organizations in the community did not plan functions which would conflict with each other or with the school's program. The fine work of this committee enabled the entire project to run smoothly.

The Art Committee had to provide posters, decorations, and other artistic projects for all functions and for all the other committees.

Throughout the entire campaign, the pupils left no stone unturned in making the project successful. A pupils' speakers bureau arranged to have the program presented to every community group. Every door bell was rung and a pupil delegation explained the plans for CARE. Articles were written regularly for all papers. Radio time was secured. Store windows were decorated. Pictures were displayed. Bake sales were held. Pledge cards were printed and delivered to every home on Monday of CARE Week. Homes were visited again on Thursday and the pledge cards with the individual's contribution were collected. A baby-sitting bureau was set up to enable parents to attend the large evening program prepared by the pupils. Although Swarthmore is a school which places great emphasis upon academic achievement and supports an elaborate extracurricular program, very little time was taken from the regular routine in the school.

#### OUTCOMES OF THE PROJECT

A total of \$3,700 was raised by this project. A thousand dollars was

raised by canvassing the community. Another thousand was received at the school activities program presented on Thursday night of CARE Week. A little less than one thousand dollars was contributed by groups in the community such as the businessmen, church groups, service clubs, and other community organizations. The remainder was saved from contributions from clubs in the school and by dances planned and supported by the pupils.

Making elaborate plans for such a program is relatively easy. If they had not been carried to their ultimate goal, there would have been no story to tell. But these boys and girls did everything that can be expected of American youth. They clearly identified a problem that confronted them. Their solution was an all-out, meaningful effort in one direction rather than dissipating their energies in many directions. The charitable instincts of these young people provided a drive that insured the success of their enterprise. Their desire to aid in the solution of the problems confronting this troubled world gave the CARE campaign real meaning to the pupils and the community. The CARE packages sent to Stade are only a small portion of the good accomplished. These students are keeping up a correspondence with boys and girls in war-ravaged Europe. They also have many community organizations corresponding with comparable organizations in Stade. Tentative plans for this school year include a drive for clothing to be sent to their "adopted" city. They are doing and will continue to do all they can to offer the hand of friendship and a spark of hope to their less fortunate brothers across the sea.

The community of Swarthmore is proud of the administration of the public schools for seeking such broad horizons. It is also proud of its teachers for their wise guidance and also proud of its youth for their altruistic efforts.

Schools attempting programs such as this one will find they have infinite possibilities. Swarthmore found that:

1. It was truly a "service program" in which the emphasis was on service and not the glorification of the individual.
2. It was a community project in which the school provided the leadership and stimulus through which the community participated.
3. It involved "in-school activity." It was an experience in utilizing classroom activity in a project carried on outside the school schedule.
4. It provided an opportunity for meaningful correlation in various departments working on a common enterprise.

*(Continued to page 155)*

## Extra Pay for Extra Work

A. I. HEGGERSTON

**T**HE educational program of a modern secondary school extends far beyond the classroom. In order to make its program more suitable to the needs of American youth, the school has made its curriculum less formal and has expanded it to include a great variety of student activities. Bands, orchestras, and glee clubs came into the high school as extracurricular activities, but now they are a part of the music curriculum in most high schools. Classes in dramatics, debating, and news writing are found in the schedules of many high schools alongside classes in algebra and history. If we accept the point of view that the school curriculum includes all educational experiences available to students under the direction of the school, then all worth-while student activities sponsored by the school may be properly considered as curricular. There is no sharp line separating curricular and extracurricular activities.

Some activities are programmed in the regular class schedule. Others such as interscholastic athletics, for example, are carried on for the most part outside the regular school day. For the purpose of this article those activities which are not scheduled as classes during the school day will be termed extra-class activities, and duties assigned to teachers in connection with such student activities will be referred to as extra-class assignments.

Most teachers and principals agree that student activities make a valuable contribution to the education of high-school youth. Students, parents, alumni, and the general public are strong supporters of the activities program. A surprising number of graduates, when asked to name the part of their high-school experience which they consider to be most valuable, will name an extra-class activity. Criticisms of student activities from school people and critical laymen alike are most frequently directed not at the activity but at the lack of opportunity for widespread participation on the part of students. For ex-

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ample, most critics of high-school football do not object to football as a game; they object, rather, to the amount of time and energy and the large amount of space and equipment required for the benefit of a relatively small group of participants.

What has been said about the value of student activities in a program and the widespread support given to them does not imply that all activities should be accepted without question. They are not all of equal value. Some may not be educationally sound. Some may require too much staff time for the results obtained. Student activities, like other elements of the curriculum, need to be reviewed and evaluated periodically. Those which are found no longer to serve a useful purpose should be eliminated. Those which are valuable and are retained become an integral part of the total school program and are entitled to leadership from a teacher who has the training, personal qualifications, and interest which will enable him to handle an activity successfully. The responsibility for the direction of a student activity then becomes a significant and important part of the teacher's assignment. As such it is a service for which the teacher should expect to be paid, just as he is paid for other teaching service.

#### TYPES OF TEACHER ASSIGNMENTS

There are few who would disagree with the points of view that "the laborer is worthy of his hire" and that all types of teaching assignments should be thought of as paid activities. The difference of opinion comes as to how the payment shall be provided. Shall extra-class assignments be considered a part of the normal teaching load which is paid for in the regular annual or monthly salary, or shall they be regarded as extra-service assignments for which extra pay is provided? It is the opinion of this writer that many activities should be considered a part of the normal teaching load but there are some which may require extra-service pay. In order to arrive at the answer to this question, we need to examine more closely the nature of the extra-class duties to which teachers are assigned and the relationship of those duties to the total teaching load.

Class and extra-class assignments should be distributed as equitably as possible. It is readily conceded that it is not possible to equate perfectly the load of all teachers in a school system or in a building. An attempt to do so by putting the teaching job on an hourly production basis seems particularly inappropriate. Education is not a factory process. Even if teaching were confined to the classroom, it would be difficult to standardize the process so that it would require seven or seven and one-half or eight hours of a teacher's time each day and no more. Preparation for some lessons takes longer than others.

Some days many students will find the need for a teacher conference and on other days none. When we consider the wide variety of activities included in present-day education, it seems obvious that any attempt to package them in neat, eight-hour bundles would severely handicap the school program. Some differences in assignment loads and even temporary overloads are accepted by the majority of teachers as normal because of the nature of their work. If some staff members are consistently given assignments which are obviously heavier than those of other teachers, dissatisfaction is certain to result. If major differences in teaching loads cannot be avoided, then in all fairness there should also be a pay differential. The trend in salary-schedule making indicates that the majority of teachers, and administrators as well, believe that it is not feasible to differentiate on the basis of quality of teaching. Quantitative differences exemplified by consistent gross differences in teaching assignments should not be ignored.

One way to recognize extraordinary loads is to provide extra-service pay for certain duties. Many teachers vigorously oppose extra-service pay on the grounds that it is a violation of the single-salary schedule principle. But the single-salary schedule is based on the principle of "equal pay for equal services." A necessary corollary often overlooked is that differences in service warrant differences in pay.

Can staff assignments be made in such a way that major inequalities are avoided and the necessity for extra-service pay eliminated? Some extra-class activities are continuous throughout the year and occur regularly enough so that they may be scheduled during the school day. For example, the lunchroom needs supervision every day, and the time required is relatively constant. A drama group which meets regularly for a full semester or a year may well be scheduled as a class. If the class play is an outgrowth of such a class, well and good. The typical class play is carried on as an extra-class activity in order to give opportunity for participation to students who may not be enrolled in a course in dramatics. A class play which involves intensive work for a period of a few weeks, most of the time coming after the regular school hours, cannot readily be scheduled as a class activity. Many schools have classes in debate and extemporaneous speaking. Interscholastic debate squads and forensic groups typically include too few students to warrant scheduling the activity as a class. The merits or demerits of interscholastic debates and speech competition will not be argued. Many schools find it desirable to participate in these activities which do not readily lend themselves to programming on a class basis.

Some student activities occur regularly but at times outside the normal school day. Student activities cannot be confined to the hours between 8:00 and 4:00 o'clock and adequately serve the needs of the school community. Some could be handled by having a staggered day. For example, an after-school intramural sports program might be assigned to teachers whose working hours began later in the day than those of the typical teacher. A school with an adequate staff and a complete activities program might have a second shift of teachers on duty during the afternoon and evening.

There are some activities, however, which are seasonal or which come infrequently or irregularly. These are the most difficult to program as a part of a standard working day. A school club may meet after school once a week or once every two weeks. Student social events may be scheduled for several evenings during a semester. It would seem reasonable for each teacher to assume some responsibility for activities of this type as a part of his normal duty. Other activities which are seasonal involve too much time to be assigned as incidental duties. Interscholastic sports present a difficult problem in programming because of the large amount of time required of coaches during the season. For this reason they lend themselves especially well to a policy of extra assignments and extra pay. Such data as are available indicate that the majority of school systems do provide extra pay for athletic coaches.

It would be possible for a school to have a physical education and sports staff working on a staggered schedule. Head coaches and assistants for each sport would be drawn from this group. Most schools, however, do not have a staff which is large enough or sufficiently versatile to handle the athletics program in this manner.

If an after-school assignment is compensated by extra pay rather than release from time during the day, what assurance is there that the extra pay will not be used in order to pay more to teachers working with certain activities while other teachers are given equally heavy assignments with no extra pay? Are there not teachers of English and social studies who spend as much time and energy in the performance of their duty as does the football coach? Do not teachers with heavy extra-class assignments tend to neglect their class work? The only guarantee of fairness and equity in the administration of an extra-pay schedule is found in the good faith and ability of the administrative officials. A policy of limiting pay for extra-service assignments to teachers who carry a full teaching load should go far towards insuring a fair distribution of load. There would still be differences, but they would be no greater than those found in a group of teachers with no paid extra-service assignments.



Time studies based on responses of teachers have repeatedly shown that there is greater variation within any department than there is between the average of any two departments. There are teachers with heavy extra-class duties who do not spend enough time to do a good job in their classroom. In the same school, however, will be found teachers with little or no extra-class assignments who are equally ineffective in the classroom.

As teachers we recognize that there is a wide range in ability among our pupils. There are likewise great differences in the capacity of teachers. Some find it necessary to spend considerably more time in preparation than others in order to have an equally well-prepared lesson. Some teachers teach night school or secure part-time outside employment. Others have home responsibilities which make heavy demands upon their time and energy. Is there any essential difference between a day-school teacher who teaches in the evening school for extra pay and one who is given a late afternoon or evening assignment in connection with a day-school student activity? The school and the public have a right to expect a competent teaching job from each teacher. It is the responsibility of the administration to see that the classroom work is not slighted.

#### REGULAR TEACHING ASSIGNMENTS

The entire teaching load of class and extra-class assignments should be taken into account in considering extra pay for extra services. It is necessary to establish that the service rendered makes a demand in time and responsibility over and beyond what is normally expected of every teacher. Without attempting a complete inventory of teaching duties, there have been listed below a number of types of activities which are a part of every teacher's job:

1. *Teaching classes of students.* This activity requires the major part of most teachers' time. The activity recurs regularly, usually every day at a scheduled time. There is relatively little variation in the number of classes assigned, but there is usually wide variation in the total number of students for which each teacher is responsible.

2. *Preparation for teaching classes.* The amount of time varies from day to day and from teacher to teacher. Each teacher is usually given a period during the day for preparation, but much preparation is done outside of school hours.

3. *Consultation with students.* Some teachers spend much time on student conferences, others little. The time required does not remain constant. Most pupil-teacher conferences occur before and after regular school hours.

4. *Record keeping and marking papers.* These duties are performed at the



teacher's convenience. The amount of time varies according to the method of teaching, the number of students, school policies, and the clerical assistance provided in the office.

5. *Assigned duties in connection with school activities other than classes.* Nearly all teachers have some school responsibility not directly connected with their own classes. This may require time during the day, but more frequently it involves late afternoon and evening hours. The teacher has limited control over the time when the service is to be performed.

6. *Professional activities which benefit the school system, the teaching profession, or the teacher himself.* This includes professional reading, study, university classes, research, writing, service on curriculum committees, and the like. Most of these are carried on at the teacher's convenience. Work on system-wide committees may be scheduled during school hours or after school hours.

7. *Civic responsibilities.* All citizens have a responsibility to participate in some activities which benefit the community apart from their regular job. Teachers are in a position to make an unusual contribution to community development because of the nature of the teaching profession and the preparation and skill which most teachers possess. These activities are voluntary, and the amount of time given to them is determined by the individual teacher.

When all these activities and the opportunity for variation within each classification are considered, the difficulty of equalizing teaching loads becomes apparent. There are relatively large differences even in class assignments. Most school systems have a standard load which includes a certain number of classes per day or per week. If a teacher is assigned less than the standard number, some other duty is ordinarily assigned in place of one or more classes. However, the size of the classes and the total number of pupils vary greatly.

Little has been said up to this point about nonclass duties and responsibilities other than those concerned with student activities. Work on faculty committees, certain elements of building management and control, and other duties in connection with building administration are required of some teachers. A teacher is often given responsibility for handling the visual aids equipment in a building. Another may be responsible for the management of stage equipment. To the extent that these various duties are performed during school hours, it seems most reasonable to make allowance for them in making class assignments. The duties which are performed after school and in the evening are more difficult to evaluate. Such duties may also be assigned in lieu

of a class. There are not many assignments, however, which happen to be just equal to a class. Many require much less time and responsibility than teaching a class five days a week. Some require more time. The equivalence of extra-class duties in terms of class load is in the final analysis a matter of judgment, and the determination is not easy.

One proposal which has been made to obviate this difficulty is to make assignments on a time basis. A teacher would report for duty at a specified time in the morning and would be through at a given time in the afternoon. The hours of duty would include a certain amount of time for preparation. During the rest of the day each teacher would be assigned classroom and other duties.

Such a policy would benefit the least efficient and least competent teacher. One teacher may find it necessary to spend two hours in preparation in order to get the same results as another teacher can get with one hour's preparation. Should the first be released from a class period in order to give him more time to prepare for his class, or should the school accept mediocre teaching because of inadequate preparation?

There are other difficulties in the way of making assignments strictly on a time basis. Many student activities can more advantageously be carried on in the late afternoon and evening than during school hours. It seems appropriate to have such activities directed by teachers who teach these same students during the day rather than a second shift. Furthermore, many teachers prefer the freedom of choice which is now given in selecting the time for lesson preparation. If they choose to leave early after school on Wednesday and do some extra work in the evening or on Thursday, they are free to do so. Such teachers resent the imposition of a rigid schedule of working hours, and the school system would get poorer results.

#### EXTENT OF EXTRA-SERVICE PAY PRACTICE

The controversy over extra-service pay has often generated more heat than light. The practice is common, but many people regard it as a necessary evil. Among the conclusions listed in the survey of single salary schedules made by the Research Division of the National Education Association is found the following statement:

"The practice of providing extra pay for extra services over and above a normal extracurriculum load, when performed at times other than the regular school day, is debatable but not unusual. Some definite statement on this issue should be included in the salary schedule and, if a policy of extra pay is de-

ided upon, the amounts of pay and the conditions of assignment shall be made clear."<sup>1</sup>

The conclusion of this writer is that the normal load of every teacher should include responsibility for some out-of-class activity, but supplementary assignments involving an extraordinary amount of time or extra responsibility should be recognized in the form of additional compensation. There should be some limitation on the amount of time required for extra-class service, preferably stated as a maximum number of hours per week. The amount of time which can reasonably be expected will depend on the teaching schedule. For a teacher whose daily program includes five classes and an advisory group, two or three hours per week of after-school service is suggested as a reasonable maximum. The extra-class duties might include two or three evening assignments each year. The teacher should have some discretion in refusing specific assignments which are not regularly scheduled.

Assignments which include extra duties in excess of the normal load should be compensated. The tendency is for schools to provide a much broader program for both young people and adults. This calls for more extensive use of the school plant during the afternoon and evening hours and for a closer co-ordination of school and community activities. This will require a larger and more flexible staff. The pattern of class schedules which is characteristic of a present-day secondary school will probably become more flexible and teaching assignments more variable. Under such conditions there may be no need for extra-service assignments or extra pay. Under present conditions extra pay for extra work appears to be the only equitable solution.

The schedule of extra-service pay should state clearly what activities are included, the conditions under which extra compensation will be paid, and the rate of payment. The school administration has the responsibility for making an equitable distribution of class and extra-class duties.

#### THE PLAN IN MINNEAPOLIS

The Minneapolis Board of Education on April 30, 1946, upon the recommendation of the superintendent, adopted a definition of the school day for secondary schools and a schedule of compensation for assigned duties extending beyond the school day. This did not represent a radical departure from previous policy. The practice of extra pay for some activities dates back at least twenty-five years. Payments were often made from individual school funds. The primary purpose of the action of the board was to bring about more

<sup>1</sup> "Analysis of Single Salary Schedules," *N.E.A. Research Bulletin*, Vol. XXV, No. 3, p. 107, Oct., 1947.

uniformity among schools and to eliminate some inequities which had developed.

The usual school day was defined to begin at 8:00 A.M. and to end at 3:45 P.M. During this time teachers were made subject to assigned class and out-of-class activities, except for a lunch period and one class period for preparation. The principal was made responsible for equalizing the total teaching assignments to the fullest possible degree. Certain duties were specifically excluded from the provisions of the extra-service pay schedule. These were: "faculty meetings, work on professional committees, Parent-Teacher Association Activities, individual parent and teacher contacts, or similar professional responsibilities."

The schedule provided a flat rate ranging from \$350 to \$100 for coaches and assistants in the major sports. Minor sports were scheduled at \$100 to \$50, depending upon the program. A maximum and a minimum was provided for the athletic and equipment managers because of the difference in organization in various schools. Flat amounts were specified for the sponsor of the school annual, the class-play director, the debate coach, and for the person responsible for locks and lockers. Bands, orchestras, and glee clubs have long been a part of the regular school music program, but the schedule provided for payment for major public music performances out of school hours. Pay for the sponsor of the school newspaper was made dependent upon the number of published issues. Provision was also made for service assignments at \$4.00 for an afternoon assignment and \$6.00 for an evening assignment. These cover a wide range of activities and have been the subject of considerable controversy.

Some of the important conditions governing the schedule were:

1. By definition the school day extended to 3:45, and no payment was provided for duties performed prior to that time.
2. Compensation might be in terms of time at the request of the teacher but must be wholly in terms of time or wholly in terms of money.
3. In order to qualify for extra-service pay, the teacher was required to carry a standard class load of five classes and an advisory or the equivalent.
4. A teacher was given the right to reject an assignment which extended beyond 3:45.

The schedule has been in operation for two years with only minor modifications. Some further changes and an increase in most of the rates are contemplated for the school year 1948-49. To say that the policy and the schedule have not given complete satisfaction would be a vast understatement. In fact, it is difficult to find anyone who believes that it has provided a final solu-

tion for the problem of extra-service assignments. There are many teachers in the system who vigorously oppose the whole schedule. They say that it tends to discourage teachers from undertaking professional activities on their own initiative outside of regular school hours. There are other teachers who believe that the only major fault of the schedule lies in the fact that there are too many activities which are not included and the payments are too small. Many principals have found difficulty in administering the schedule and they, in general, believe that the assignments need to be made more flexible. It does represent a compromise between conflicting points of view. However, the schedule and the policy back of it are based on a sound principle. At the time the schedule was adopted the superintendent stated that it represented only a step in the direction of solving this perplexing problem. There has been some progress since that time in the direction of scheduling more activities during the day, but there are many traditions of long-standing involved, and changes come slowly.

The schedule has accomplished certain purposes for which it was established:

1. It gives recognition to the principle that work assigned to a teacher over and above a normal load shall be compensated.
2. It has eliminated many inconsistencies and inequities in amount of pay which had developed when each school had its own extra-pay policy.
3. It has focused attention on the problem of equitable distribution of teaching assignments and thereby tended to bring about greater equality in teaching loads.

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#### SWARTHMORE DID CARE

*(Continued from page 145)*

5. It was an example of a type of activity in which the school children of America can develop better relationship with foreign people.
6. It developed good public relations.
7. International thinking was stimulated to bring about a better understanding of foreign groups.
8. It provided opportunities for leadership.
9. It provided opportunities for discussions of controversial issues in a reasonable and rational manner.
10. It provided an opportunity for the functioning of the democratic process of arriving at a decision which was supported even by minority groups.

## Education in the Armed Forces

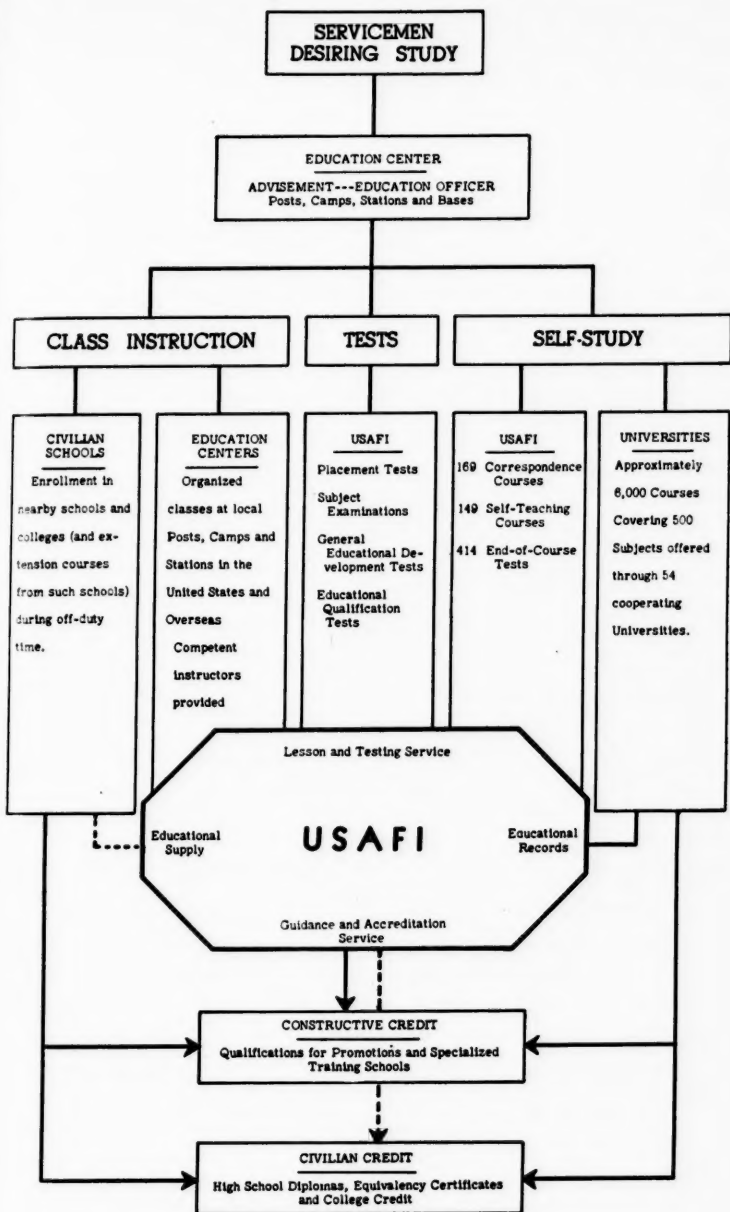
COLONEL WALTER E. SEWELL

**M**ANY of the young men entering the Armed Forces today plan to return to school or college upon completion of their military service. These men should take full advantage of the Armed Forces Education Program while in uniform, and, in order to do this, they need detailed advice concerning courses which will be within their capabilities and which will, at the same time, fit into the pattern of their educational plans for the future. Those in the best position to furnish such advice are the teachers whose classrooms they leave to assume their military duties. Perhaps this advice might be more effective if these educators have an up-to-date picture of the educational opportunities available to men in the Armed Forces.

It is well known that during the recent war the Armed Forces established and maintained one of the largest education programs in all history, and millions of men benefited directly or indirectly therefrom. It was feared by many that this program, so successful in a wartime force of draftees, would not be able to survive in a peacetime force of volunteers. However, what has happened during the past three years shows that these fears were groundless. As a matter of fact, the Education Program is in some ways stronger than ever before in its history. For example, the percentage of soldiers (separate figures for Navy and Air Force are not available) participating during the war attained a maximum of seventeen immediately following V-J Day; the percentage participating today is twenty-five. This is indeed amazing in a force composed entirely of volunteers, most of whom left school long before enlisting. Moreover, it is concrete evidence of the fact that the Armed Forces Education Program is at the present time a vital, effective organization. And this organization is capable of fulfilling the requirements of an expanding military establishment.

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The Education Program has been incorporated into the Armed Forces as a permanent activity because it has made a genuine contribution to the accomplishment of the military mission—national defense. In fact, the first objective of the Program is to provide the serviceman with the education necessary to perform his assigned duties effectively and to understand the significance of these duties in relation to the mission of his unit and the overall mission of the Armed Forces. Other objectives are to provide the education required for promotion and to satisfy intellectual interests. An important objective for the man whose plans for the future include further schooling is the provision of the opportunity to continue his formal education while in the service. Since participation in the Program is, in general, voluntary and on the man's own time, the benefit to be derived from the opportunities available depend upon the individual's initiative, energy, determination, and ability. The Armed Forces encourage all servicemen to study; however, at present, there is no compulsion for those with a basic knowledge of the three R's. Probably the best way to explain the Education Program is by means of a chart as shown on the preceding page.

#### THE UNITED STATES ARMED FORCES INSTITUTE

The core of the activity is USAFI, the United States Armed Forces Institute, which consists of a Headquarters in Madison, Wisconsin, and seven overseas branches. USAFI is a joint installation, operated by the Army, the Navy, and the Air Force. Those of its facilities, which are applicable to individuals, are available to every man in the Armed Forces—soldier, sailor, airman, marine, and coast guardsman. In addition, the Institute performs many other functions, most of which will be referred to in the description of the educational opportunities available through the Program.

The process begins with the *servicemen desiring study*, and the word *desiring* deserves emphasis; because, as mentioned above, participation in the Education Program is voluntary and largely on one's own time. Those who really want to study go to their Education Center.

This is the name used to designate the installation which houses all educational activity. There is an Education Center at every post, camp, station, and base in the Armed Forces. The size and facilities of this center naturally depend upon the number of men served. Some of these centers consist of only a few offices, a study hall, and one or two classrooms. Others consist of large buildings with laboratories, libraries, classrooms, auditoriums, etc. Here at this Center is the Education Officer, and, oftentimes, a ci-



civilian educator who helps in guiding the servicemen into the proper channel of the Education Program.

As the chart indicates, there are three channels—*self-study*, *tests*, and *class instruction*. *Self-study* is available to every man in the Armed Forces. He may pursue a correspondence or self-teaching course, of which there are more than 300 offered by USAFI, covering the academic and technical subjects commonly included in the curricula of the elementary schools, the secondary schools, and the junior colleges. In particular, the high-school graduate will find in the USAFI catalog several courses which fit into his college plans. Or he may prefer to take a course from a civilian university. USAFI has contracts with fifty-four universities whereby all of their correspondence courses are made available to servicemen. Included in these college courses are junior, senior, and graduate subjects.

There are *tests* for the man whose background and experience are such that an appraisal of his education is required. Placement tests evaluate a man's knowledge of the fundamental subjects, such as English, mathematics, social science. There are two General Education Development (GED) tests, one at the high-school graduation level and the other at the first-year college level. These educational qualification tests are used by the Armed Forces to qualify individuals for various positions and assignments in the military service.

In addition, *class instruction* is available to many servicemen. There are group study classes at Education Centers organized and taught by military and civilian personnel. In the United States, the civilian personnel are employed primarily on a part-time basis from the local schools. In the overseas areas, the Armed Forces furnish full-time civilian instructors. At the present time, there are more than 300 such instructors teaching classes and grading papers.

Also the opportunity for *class instruction* at civilian schools is being offered to an increasing number of servicemen. They may attend nearby evening classes with the Armed Forces paying most of the tuition. As a matter of fact, some of these evening classes are conducted by civilian institutions at the military installations. Several universities have established branches at military posts and bases and give those completing courses residence credit at the school. For example, in the National Defense Building (Pentagon), the University of Maryland has a branch. There are some 400 servicemen in attendance.

Certainly these opportunities cover a broad field, and they are not just

paper promises. In fact, they are very real as the present statistics prove. In the USAFI today, there are 164,317 servicemen taking correspondence and self-teaching courses. In the fifty-four co-operating universities the active enrollment is 11,918. At the Education Centers throughout the World there are 56,513 men attending classes, and, in addition, there are 4,451 attending civilian schools as individuals. In spite of the fact that the Armed Forces have steadily decreased in strength during the past three years, the activity in some phases of the Education Program has actually increased. This is an amazing fact. But it is indicative of the reality of the opportunities available to men in the service today.

The above figures concern enrollments, but the men are doing much more than just enrolling. The amount of time and effort being spent on courses and tests is colossal. During the first quarter of this year, 34,948 men in the Armed Forces took GED tests, each test requiring approximately ten hours. In the same period, they completed 49,212 correspondence course lessons. Even more impressive is the activity in Headquarters, USAFI, which services only the continental United States. During the month this Headquarters enrolled 9,174 new students, processed and returned 15,093 correspondence course lessons, and corrected and reported 11,235 tests.

Why are so many men in the present volunteer forces studying? There are many reasons. One lies in the fact that all of this studying amounts to *constructive credit*—credit by the Armed Forces. Today promotion is based upon courses and tests, as well as upon service and experience. At certain stages the man is required to attend service schools. Most of these schools have academic prerequisites for entrance. For example, some require a high-school diploma or its equivalent; others require the completion of a specific course, such as plane geometry or trigonometry. Constructive credit for these requirements may be obtained through the Education Program. Another reason why so many men are studying is that the courses are widely accepted by educational institutions. The Armed Forces give no diplomas, no civilian credits. However, it is true that almost all USAFI courses are accepted at full value by most high schools and colleges, and this means for the man in the service an opportunity to build up credit which will give him advanced standing upon matriculation at an educational institution. There are many other reasons, but these are probably the two most compelling.

What these men are studying is somewhat surprising. The ten most popular correspondence courses in order are: algebra I, bookkeeping and

accounting I, American history, English I, bookkeeping and accounting II, review arithmetic, Gregg shorthand I, physics, English II, and plane geometry. All of these are high-school courses. The most popular college subjects in order are: algebra, trigonometry, English composition, and accounting. In the technical category the order is refrigeration, plastics, automotive power plants, photography, Diesel engines, and aviation engines. Of the men attending classes 30 per cent are studying subjects in the field of business education; 15 per cent, English; 14 per cent, foreign languages; 12 per cent, mathematics; 11 per cent, trade subjects; 6 per cent, natural sciences; 6 per cent, literacy training; 3 per cent, social sciences; and 3 per cent, miscellany. It is noteworthy that the men are choosing subjects which make them better citizens and better soldiers, sailors, or airmen.

It should be noted that throughout the structure of the Education Program civilian educators occupy key positions. At the Education Center there is often a civilian adviser. The co-operating universities are all civilian. The USAFI lessons are corrected by the University of Wisconsin. All the tests are constructed by civilian educators. In the Education Centers are hundreds of civilian teachers. And the facilities of the civilian schools are used whenever possible. The policies of USAFI are determined by a committee composed primarily of civilian educators. And the recognition of the Program by the schools, colleges, and State Departments of Education is due to the wholehearted support of such groups as the National Association of Secondary-School Principals, the Regional Accrediting Association, and the American Council on Education, especially its Commission on Accreditation of Service Experiences, and to the sympathetic understanding of the vast majority of civilian educators throughout the United States.

Finally, the opportunities which have been described here will be available to those men who enter the Armed Forces in the future. Much of the objection to Universal Military Training and Selective Service has been based on the fact that the man's education would be interrupted. Many have gone so far as to say that compulsory military service would wreck the educational careers of hundreds of thousands of young men. Such service has always been prescribed in such a way as to enable the trainee to finish his secondary-school education before being called, and the Armed Forces always encourage the high-school student to get his diploma before enlisting. It is true that compulsory service will impede the formal education of many men, but it will not lock them in an intellectual vacuum nor place before them an impenetrable barrier. The Education Program of the Armed Forces

provides every serviceman with opportunity to continue his formal study on a part-time basis. Many of the men who are leaving today for military duty will contemplate further schooling, and the teacher can render these men a real service:

1. By becoming acquainted with the educational opportunities in the Armed Forces and informing the students and their parents of these opportunities.
2. By explaining to each one of his students, who is entering the Armed Forces, the details of these opportunities and mapping out for him a course of study<sup>1</sup> which will fit into his educational plans for the future.

Certainly the educational personnel of the Armed Forces and the civilian educators must form a stronger team than ever before.

### CONSUMER INTERESTS—FAMILY STYLE

*(Continued from page 130)*

jumped ahead of knowledge of how to use that money wisely and has thrown us out of step. So we need approaches to solve the problems of the family. Consumers are interested in doing well for themselves in value and personal satisfaction. They want peace and plenty. Of course it is true that they are not always willing to work for it. Maybe the creation of appreciation for the joy of work well done is part of our job too. Most of us know there is no joy greater than the joy that rewards a job well done. How many have we taught that to?

At any rate, consumers can have compound interest on their investment if we do our part and give them help and guidance and show them the value of co-operation. The family can remain a proud example of strength in unity. The home can once again be more than a house with a mortgage. Through the fine research work of the American Home Economics Association as a group, through the effective work of individual members, each in a special field, much that is designed to help consumers is being afforded them in all fields of education, adult and youth, through business and through government agencies. We who are leaders in community programs are deeply grateful.

I am convinced consumer-interests—family style, if nurtured and developed, can do much to provide a more stable and happy community life. Confidence in our chosen way, the American way, can be restored. Will you, who have the privilege of professional training, continue to help us bring this about?

<sup>1</sup> The current edition of the USAFI catalog will be sent free of charge to any high-school Principal who requests same from Headquarters, United States Armed Forces Institute, Madison 3, Wisconsin.

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## News Notes

**OPERATION ATOMIC VISION**—During the summer session at Central Missouri State College, Warrensburg, Missouri, Miss Icie Johnson, of the East Alton-Wood River Community High School at Wood River, Illinois, conducted a course in "Techniques in the Secondary School" in which she emphasized the project method of instruction. As a demonstration of how teaching should be done, the students engaged in a project on *Operation Atomic Vision*, a pupil-teacher learning unit published by the National Association of Secondary-School Principals, Washington, D. C. Window displays were prepared for down-town stores, a program of films on the topic was prepared and presented, and posters and display materials were a part of the classroom atmosphere. As a culmination of the project, the students prepared a program for public presentation which attracted a large audience of local people. As one means of having high schools of Missouri realize the importance of teaching about atomic energy and their responsibility for education in this area, the class made a trip to Jefferson City to interest the State Department of Education in recommending to all high schools of the state that they include *Operation Atomic Vision* in their program during the school year 1948-49.

**TEACHERS ADMINISTRATIVE GUIDE**—The McKinley High School of Washington, D. C., has recently developed through the co-operation of the entire school personnel an *Administrative Guide*. This *Guide* has been prepared as the foreword states: "In order to clarify the nonteaching responsibilities of the faculty. It is particularly directed to the clerical work required for pupil accounting and school management. However, in a few instances, statements of policy and even philosophy have been included in order to clarify procedures further." The *Guide* is in tentative form and will be changed as usage reveals the necessity. Information and all school forms used are classified and included under five major headings: "Organization"; "Pupil Accounting"; "Books, Supplies, and Equipment"; "Pupil Progress"; and "School Services." Dr. Charles E. Bish is principal of the high school.

**A TEACHER'S MANUAL**—*The Davis Manual* is a 78-page mimeographed handbook developed for two purposes: (1) to present to teachers in the A. B. Davis High School of Mt. Vernon, New York, that information with regard to the organization of the school and its policies and procedures which will enable a number of the staff to participate intelligently in the administration of the school and (2) to suggest professional activities which will contribute to the good development of the students in the school. The manual was developed co-operatively by Howard C. Spaulding, Principal of the high school, and his staff. It contains a complete roster of the Board of Education; the administration staff of the school system; the professional staff, the department heads, the activity advisers; the Evaluation Committee chairmen; the secretarial staff; the custodial staff; the cafeteria staff; the faculty representatives to the PTA; the president of the Davis Teachers Association; the athletic department members; members of the various

committees; student organizations; and other persons, both lay, staff, and students, who have assigned responsibilities that relate to the school. The major portion of the manual is devoted to an explanation of the more common policies and procedures (48 described).

**STAY IN SCHOOL**—The October, 1948, *Reader's Digest* contains "An Open Letter to America's Students" by Dwight D. Eisenhower, President of Columbia University. Throughout his article, President Eisenhower pays warm tribute to youth, sympathizing with its problems and respecting its importance. President Eisenhower maintains in the article that only in school, from books and teachers, can young Americans develop long-lasting understanding of their "country's character" in all its complexity and variety. Only in school can they master the two basic tools of knowledge, words and numbers. Before their lives narrow down to one trade and one neighborhood, students in school must absorb the broad American philosophy of individual liberty and enterprise that will be carried into the business of their mature lives. He stresses also that the longer the school career, the wider and sharper a student's comprehension of his own role as an American.

**MARYLAND HAS COUNTY SUPERVISORS OF INSTRUCTION**—The Maryland State Assembly voted to provide two-thirds of the salary of a high-school supervisor of instruction in high schools for each county of the state.

**SCHEDULE OF COLLEGE ENTRANCE BOARD TESTS FOR 1949**—The College Entrance Examination Board will hold a complete series of examinations on each of the following dates during the calendar year 1949: Saturday, January 15, 1949; Saturday, April 9, 1949; Saturday, June 4, 1949; and Wednesday, August 24, 1949. On each of the dates listed above, the schedule of tests will be as follows:

#### *Morning*

8:45 A.M. Program 1: Scholastic Aptitude Test (Verbal and Mathematical Sections)

8:45 A.M. Program 2: Scholastic Aptitude Test (Verbal Section) and Intermediate Mathematics Test

8:45 A.M. Program 3: Scholastic Aptitude Test (Verbal Section) and Comprehensive Mathematics Test

12:30 P.M. Approximate time at which morning session will end

#### *Afternoon*

1:45 P.M. Program 4: Achievement Tests—A candidate may take one, two, or three (not more than three) of the following one-hour tests:

English Composition	Greek Reading (April only)
Social Studies	Italian Reading (April only)
French Reading	Chemistry
German Reading	Biology
Spanish Reading	Physics
Latin Reading	Spatial Relations

5:30 P.M. Approximate time at which afternoon session will end

The actual tests are scheduled to start at 9:00 A.M. and 2:00 P.M. respectively. No candidate will be admitted to an examination room after a program has begun. Every candidate is required to file with the College Entrance Examina-

tion Board a formal application for examination and to pay an examination fee. The candidate should secure his application blank from the College Entrance Examination Board, P. O. Box 592, Princeton, N. J., or the College Entrance Examination Board, P. O. Box 775, Berkeley, California, as appropriate, unless this form has already been supplied by his school or his prospective college. When requesting an application, the candidate should state whether he wishes the form for the January, April, June, or August tests. Application forms for any particular series of tests will not be available (in the United States) until after the date of the preceding series; e.g., forms for the June, 1949, tests will not be mailed out until after April 9, 1949, the date on which the April examinations will be held.

**AIDS FOR DRIVER EDUCATION COURSES**—*Sportsmanlike Driving* by the American Automobile Association, Pennsylvania Avenue at 17th Street, Washington 6, D. C., a complete, basic test in driver education and training, has been revised in content and enlarged by two chapters, "Your Automobile and Your Pocketbook" and "Driving as Your Job." The text offers: 455 text pages carefully graded for high-school use; pretest and motivating questions for each chapter; thought-provoking discussion topics; stimulating student projects; 286 highly instructional illustrations; a 16-page index; reading references; and sources for safety films and visual aids. A Teacher's Manual has also been prepared to accompany the textbook. It offers selected major ideas from each chapter; suggestions for developing good driving attitudes; problems and activities for each topic; behind-the-wheel training instructions; driving skill tests; reading references; and sources for safety films and visual aids. Driver education and training courses affect practically everyone. Nearly half of all persons in the United States over sixteen years of age drive motor vehicles, and the number is growing rapidly. Among males 20 to 44 years of age, some 84 per cent are drivers. Out of every five women, one is a driver.

Pedestrians also need better understanding of traffic problems, for, at one time or another, everyone is a pedestrian. Drivers 16 to 20 years of age have five times as many fatal accidents in terms of miles driven as drivers 45 to 50. Young drivers need sound driver education. In the recent World War, 1,070,000 American youths were wounded, killed, missing in action, or taken prisoner. During the same period, 3,300,000 persons in this country lost their lives or were injured in traffic accidents.

**PLANNING AN EXHIBIT**—This book (\$1.00) published by the National Publicity Council, 130 East 22nd Street, New York 10, attempts to save time, money, and waste motion for the educators and public relations people who plan to use store windows, booths, waiting rooms, or meeting rooms as part of their information programs. From the very beginning, it helps clarify the reader's thinking, by pinning him down to the specific advantages and pitfalls of the exhibit method as applied to his message and his particular audience. It analyzes such display techniques as the use of photographs, live demonstrations, objects, audience participation devices, etc. It emphasizes clarity, simplicity, the use of strong lines, bright colors, and the fewest possible elements. It offers 12 illustrations of successful exhibits sponsored by health and welfare agencies, plus other suggestions for adapting basic exhibit plans to particular situations.



**NAVAL OFFICER COLLEGE TRAINING PROGRAM**—The Navy has announced that the third nation-wide competitive examination for its College Training Program has been scheduled for December 11, 1948, and will be open to high-school seniors or graduates within the age requirements. Successful candidates will be given a four-year college education at government expense and will be commissioned as officers of the Navy or Marine Corps upon graduation. The program is open to male citizens of the United States between the ages of 17 and 21, and quotas have been assigned to each state and territory on the basis of its high-school population. Those who are successful in passing the aptitude test will be interviewed and given physical examinations; then, if found in all respects qualified, their names will be submitted to state and territorial Selection Committees composed of prominent citizens and naval officers. The Navy expects to enter about 2,350 students into the program commencing with the fall term of college, 1949.

The students selected by these competitive examinations will be assigned to the 52 Naval Reserve Officers' Training Corps units which are located in various universities and colleges in the United States. If accepted by the college, they will be appointed Midshipmen, U.S.N.R., and will have their tuition, books, and normal fees paid for by the government. In addition they will receive pay at the rate of \$50.00 a month for the four-year period. Upon graduation they may be commissioned as officers in the Regular Navy or Marine Corps and required to serve on active duty for two years. At the end of this time, they may apply for retention in the Regular Navy or Marine Corps, or transfer to the Reserve and return to civilian life. Applications are available at high schools, colleges, Offices of Naval Officer Procurement, and Navy Recruiting Stations.

**ATOMIC ENERGY, PROBLEMS OF INTERNATIONAL CONTROL**—This 35-mm. single-frame film-strip is now available for release in English, French, Chinese, Russian, and Spanish. Owing to the intricate nature of the subject, it is best suited for showing to adults and will be of particular interest to political and social science groups. Written to serve as a basis for group discussion, this filmstrip includes: (Part I) the formation of the United Nations Atomic Energy Commission, how it was established, what its tasks are; (Part II) the proposals: the main plans for international control of atomic energy as presented by the various governments. The arguments for and against each; and (Part III) review: the main areas of disagreement. Each filmstrip will be distributed together with two copies of the script and a Discussion Leader's Guide. Application may be made to the United Nations, Department of Public Information, Films and Visual Information Division, Lake Success, New York. The filmstrip will be sent free of charge to universities, clubs, churches, etc., and may be retained permanently for re-use.

**THE NATION'S SCHOOL PROBLEM**—The nation is faced with the worst school and college building crisis in its history. This situation is due to a combination of factors, related for the most part to World War II. The first wave of war babies enrolled in school in the fall of 1947, and it is estimated that the entering classes will continue to increase for several years. It is expected that 3 million new children will enter school in 1949, and that the 1953 entering class will reach a figure of 3.7 million. Colleges and universities have had unprecedented enrollment in-



crosses due to deferred schooling and the veterans' educational program. There are 2 million 5-year-olds and 4.5 million 16 to 19-year-olds not now attending school. With increased interest in kindergarten education and postwar emphasis on continuation and terminal educational programs for youth, it may be expected that the 1954-55 enrollment in public elementary and secondary schools will exceed the 1947-48 enrollment by 6.2 million. This one factor alone will require more than 200,000 new elementary and secondary classrooms.

The war resulted in the greatest population shifts of any period in American history, and this shifting and reshifting is continuing as the economy adjusts to a peacetime basis and housing becomes available. In many cases the population has moved away from sections which were served by old school buildings into sections where there are few, if any, school facilities. In most states the small inefficient school district is giving way to larger and more efficient administrative units and attendance areas, thus requiring modern consolidated plants to replace the little dilapidated schoolhouses which were running in the red.

The average building cost index for the first six months of 1948 was 331.21 on a 1913 base of 100, as compared with 228.75 in 1943, 239.14 in 1945, and 307.68 in 1947. There seems to be no indication that costs will come down any time soon. Thousands of localities cannot provide urgently needed school facilities from local sources and bonding capacities. State financial assistance will be necessary. Many reports coming to the U. S. Office of Education indicate that several states will not be able to provide minimum school plant needs without Federal financial aid.

There are 32 states that have state school plant regulations and/or require state approval of plans for all or certain types of districts. Only 27 states, however, provide school plant specialists in the state departments of education. There is a definite trend toward state aid for capital outlay. Nineteen states now provide some financial assistance to local school districts for capital outlay. Ten of these state-aid programs are quite significant in the amounts of money provided. Several states not now providing this assistance are contemplating legislation for this purpose in 1949.

The U. S. Office of Education staff includes educational plant specialists who work with and through state educational agencies in the promotion of better planning and management of educational buildings, grounds, and equipment. These specialists serve: (1) through state, regional, and national conferences of educators and architects; (2) by providing consultative services; (3) by co-operative research; and (4) by publications. In addition to the educational plant literature published directly by the Office, its specialists write for outside journals and contribute to a large number of yearbooks of professional organizations throughout the nation.

There are distinct trends in plant planning which point toward: (1) functional plants which will house more adequately modern educational and community programs, (2) larger sites for recreational use, (3) larger teaching areas to permit more activity in the learning process, (4) facilities for convenient storage and use of more instructional supplies and aids, (5) better seeing conditions by improving interior decoration and natural and artificial lighting, (6) one-story open-type plans rather than massive structures, and (7) maximum provision for adaptability to changing conditions.

**THE COMICS CODE**—The Association of Comics Magazine Publishers, 205 East 42nd Street, New York 17, New York, realizing its responsibility to the millions of readers of comics magazines and to the public generally, urges its members and others to publish comics magazines containing only good, wholesome entertainment or education, and in no event include in any magazine comics that may in any way lower the moral standards of those who read them: *In particular*

- (1) Sexy, wanton comics should not be published. No drawing should show a female indecently or unduly exposed, and in no event more nude than in a bathing suit commonly worn in the U.S.A.
- (2) Crime should not be presented in such a way as to throw sympathy against law and justice or to inspire others with the desire for imitation. No comics shall show the details and methods of a crime committed by a youth. Policemen, judges, government officials, and respected institutions should not be portrayed as stupid or ineffective, or represented in such a way as to weaken respect for established authority.
- (3) No scenes of sadistic torture should be shown.
- (4) Vulgar and obscene language should never be used. Slang should be kept to a minimum and used only when essential to the story.
- (5) Divorce should not be treated humorously nor represented as glamorous or alluring.
- (6) Ridicule of or attack on any religious or racial group is never permissible.

Wholesale dealers of magazines throughout the country have been informed by the Association of the steps being taken to review and regulate publication of comic magazines. As soon as the regulatory machinery functions, the Association's seal indicating subscription to the code of ethics will appear on the publications of those who participate.

**COLONIAL WILLIAMSBURG**—This "living laboratory" of early American history is being readied for the annual winter influx of school groups when special arrangements are provided for students from North Carolina, Virginia, and Maryland. Now restored to its appearance of the 18th century, Williamsburg, Virginia, is visited by thousands of school children from throughout the nation every month of the year. During the five-month winter "session," special arrangements are provided in order that more individual attention may be given to the school groups who are integrating a visit to Williamsburg with classroom study of early American life and history.

From November 1 through March 31, reduced rates of admission to the historic exhibition buildings are in effect for school groups, specially-trained escorts are available and provision is made for overnight lodging and meals at Williamsburg Lodge. Instructional materials including books, pamphlets and motion pictures also are provided on a loan basis in order that the visits to this historic community may be better integrated with textbook study. Invitations are currently being mailed out to school officials throughout the three-states area outlining the special arrangements. During the last school year, upwards of 17,000 school youngsters from 376 schools toured the city in groups, more than half of them during the five winter months.

Most tours of the city begin at the new temporary Reception Center where the students view a continuously repeated color slide and movie program recalling the historical background of Williamsburg as the political and cultural center of the oldest and largest of the original 13 English-American colonies.

**THIRTY-EIGHTH ANNUAL CONVENTION OF ENGLISH TEACHERS**—The National Council of Teachers of English will meet at the Stevens Hotel in Chicago, November 25-27. One hundred outstanding leaders in the field of the language arts will participate in a lively program arranged for elementary, high-school, and college teachers. Opening the thirty-eighth annual convention, President Thomas C. Pollock, of New York University, will introduce the convention theme: "English for Maturity." Inspirational and informative sectional meetings will point the way toward improved teaching in the fields of reading, listening, speaking, and writing. Curriculum revision, supervision, audio-visual instruments, radio, and journalism will be subjects for discussion in other sectional meetings. A feature of the program will be exhibition of the newest instructional materials. Among the literary headliners already announced for the annual dinner and the closing luncheon on Saturday are Pulitzer Fiction Prize winner James S. Michener; Karl Shapiro, leading young poet; and Alan Lomax, the chief ballad collector in America.

**LIBRARY FILM**—a 77-frame filmstrip, *Use Your Library*, by E. Ben Evans aimed at developing a favorable attitude toward the school library as well as at teaching junior and senior high-school pupils how to use it is being released by the American Library Association, 50 East Huron Street, Chicago 11, Illinois. It is sold for \$5.00. The filmstrip shows how to find books, brief facts, magazine articles, and pamphlets and is designed to be used by librarians or teachers without a manual or study guide. It was previewed at a California state meeting last spring where librarians and teachers generally agreed that it tells its story clearly, that it is simple yet detailed enough and, what is very important, that it is related to student experience.

A set of five double-faced 12" (78 RPM) *Folk Tale Records*, produced by RCA-Victor for the A.L.A. Division of Libraries for Children and Young People has been released through the American Library Association. Humorous, fanciful stories which for generations have provided good entertainment for boys and girls of school age make up the set. Those who had the privilege of hearing the audition records at the Atlantic City Conference were most enthusiastic about the skill with which the narrators bring these tales alive. The titles are: *The Frog*, a Spanish folk tale, and *Schnitzle, Schnotzle and Schnootzle*, an Austrian Christmas folk tale, both narrated by Ruth Sawyer; *Brer Mud Turtle's Trickery*, an Uncle Remus story, narrated by Frances Clarke Sayers; a *Paul Bunyan Tale* and *A Pecos Bill Tale*, both narrated by Jack Lester. Single records costs \$3.00 each; while the set of five costs \$14.00.

**1948 FTA YEARBOOK**—This yearbook of the NEA, 1201 Sixteenth St., N. W., Washington 6, D. C., shows 217 college and university FTA chapters with more than 9,000 members in comparison with last year's record of 176 chapters with 6,000 members. It contains a list of all high-school FTA clubs that had received a national charter—428 in number. Almost 100 high-school clubs have been chartered since the 1948 Yearbook went to press. This *FTA Manual for High Schools* is now available for distribution.

**1949 READING CLINIC INSTITUTE**.—The Sixth Annual Reading Clinic Institute at Temple University has been announced for the week of January 31, 1949.

A three-year program of institutes has been planned in co-operation with boards of education. For 1949 the emphasis will be on the semantic, or meaning, approach to reading. Activities of the preceding institutes will be summarized, in terms of the three approaches used: differentiated reading instructions, the integrated language arts approach, and reading needs in content areas. Semantic analysis techniques will be described and demonstrated in relation to developmental, corrective, and remedial reading.

Half-day sessions have been organized to evaluate local and state reading programs. Special sessions will be held on reading needs at the elementary, secondary, and college levels. This permits boards of education to have existing programs appraised and to have projected programs evaluated. Delegates should write for specific instructions on the preparation of their reports.

The emphasis will be on reading needs in classroom situations. Lectures and demonstrations will be given on the semantic approach to reading. Special research seminars have been organized to translate research into schoolroom practices. Child study groups will be under the direction of the Reading Analysis Division staff. Differential program sequences have been developed for: (1) elementary teachers, (2) secondary and college teachers, (3) school psychologists and special classroom teachers, (4) supervisors and administrators, (5) vision specialists. In addition to an unusually fine selection of exhibits on books, supplies, and equipment, a special exhibit of school work has been planned. All advance registration must be verified prior to the date of the institute. For a copy of the program and other institute information, write: The Reading Clinic Secretary, Temple University, Philadelphia 22, Pennsylvania.

**FILM ON HEALTH AND NUTRITION**—A new 10-minute motion picture with health and nutrition as its central theme has been released by The Princeton Film Center for nation-wide distribution. Titled *The Story of Human Energy*, it is a 16-mm. sound production by Walter Lantz that provides both color and animation on the screen. The film tells of the part that dextrose, the energy-giving sugar, plays in the daily diet of mankind. It illustrates how the energy it provides is stored in various kinds of food by sunlight and shows what this process of nature means in assuring good health. Through the co-operation of The Corn Products Company, prints may be booked without cost other than return transportation by writing The Princeton Film Center, Princeton, New Jersey.

**WORKING WITH A LEGISLATURE**—The American Library Association, 50 East Huron Street, Chicago 11, Illinois, announces the publication of a booklet *Working with a legislature* (1948, 96 pp., \$1.90), which, while addressed to librarians, will also be of interest to service organizations which are dependent upon legislation for the continuance of their programs. It is particularly timely since 1949 is a legislative year. The book by Beatrice Sawyer Russell tells how to go about securing the passage of a good bill, what to do, and what not to do in planning and carrying out a campaign. With the exception of the last chapter, only state legislation is considered. The author, whose personal experience in connection with legislation covers a period of more than ten years in Illinois, has also drawn upon the experience of leaders in many other states in setting forth basic principles and procedures that are widely applicable.

**MUTUAL LIFE OF N. Y. OFFERS RADIO SCRIPTS ON HEALTH**—An educational series of 15-minute radio scripts, dramatizing public health problems, are available through the Public Relations Division, The Mutual Life Insurance Company of New York, 34 Nassau Street, New York 5, New York. The scripts will be released on a monthly basis through May and will be offered without charge as an educational service to teachers, librarians, club leaders, and radio stations. The scripts can be used on or off the air. They are simply written and easy to produce and make fascinating program material for club meetings, school assemblies, radio workshops, little theatres, and other community groups. Teachers of English, speech, dramatics, hygiene, and science will find the scripts especially helpful in classroom work.

**ORCHIDS FROM "DOWN UNDER" POPULAR**—Between 4,000 to 6,000 Australian orchid blooms are being sent weekly to the United States. By November this number is expected to increase to 15,000 weekly. Australian orchids are proving popular in the United States. Big increases in shipments are expected next year.

**AUDIO-VISUAL EDUCATION**—Now available to educators and students in the field of audio-visual education is a new bibliography, *Selected References on Audio-Visual Methods*, announces Film Research Associates. This bibliography is correlated chapter by chapter with Edgar Dale's *Audio-Visual Methods in Teaching*, a standard work in this field. Completely annotated, the bibliography is intended to amplify the material of Dale's work and to extend the applications of the text. It was prepared by Dr. Louis S. Goodman, Supervisor of the Audio-Visual Center at the City College of New York, and Yvonne Jones, Book Editor of *Film News*. Copies are available through Film Research Associates, P. O. Box 205, New York 10, New York, at fifty cents for single copies and at a special rate of forty cents for orders of ten or more.

**IT ADDS UP TO \$2,953,785,539**—That's what the U. S. Government contributed to education last year. Here is what Uncle Sam paid out to aid, support, or otherwise pay for educational efforts in the states, territories, in Washington, as well as in institutions of learning of all types. The figures are for the fiscal year which ended June 30, 1948.

For the support of land-grant colleges.....	\$ 5,030,000
Agricultural experiment stations.....	8,950,807
Co-operative agricultural extension service.....	27,455,370
Vocational education below college grade.....	25,035,122
Vocational rehabilitation .....	18,000,000
School lunches .....	54,000,000
Schools in war-congested areas.....	6,646,340
Education and training of veterans.....	2,122,292,440
Value of surplus property for schools	
—Army and Navy donable property.....	201,406,636
Value of surplus property for schools	
—Real property .....	284,473,734
Construction cost of property to schools enrolling veterans	79,446,379

Equipment value of property to schools enrolling veterans	87,013,725
Funds for Federal government services to education including U. S. Office of Education, Office of Vocational Rehabilitation, Bureau of Indian Affairs, U. S. Military and Naval Academies, Howard University, Public Schools of Panama and the District of Columbia.....	34,034,986
	<hr/>
	\$2,953,785,539

**TULSA'S NEW CURRICULUM BULLETINS**—As an outgrowth of in-service education projects of the Tulsa, Oklahoma, school system, new curriculum bulletins have been developed for teachers. A major project resulted in a 200-page copy-righted bulletin called *Promoting Growth in Reading, A Teacher's Guide for Secondary Schools*. The following sections are included in this bulletin: section one, "The Nature of the Reading Problem in High School"; section two, "Surveying Pupil News in Reading"; section three, "Developmental Reading"; section four, "Reading in the Content Fields"; section five, "The Retarded Reader"; and the appendix which contains many samples of materials and other suggestions. This book is furnished to all Tulsa teachers in high school whose subjects require reading.

From the Curriculum Council comes a four-page bulletin titled, *A Brief Statement of the Foundation for Curriculum Development*. This bulletin is to be used in group meetings within the individual buildings. The Curriculum Council offers this bulletin not as an authoritative statement but as a starting point for group discussion aimed at finding direction for teaching. The industrial arts workshop last June, which included exactly 50 per cent of all teachers in this field, developed teachers' guides in the following areas: Junior high metalwork, junior high woodwork, senior high woodwork, senior high electricity, senior high machine shop, home mechanics, and elementary and junior high-school crafts. These industrial arts guides have been produced in sufficient quantities only for the use of the teachers presently employed. They will be revised further and refined throughout the year.

The Senior Core teachers at Webster High School developed five resource units in life-adjustment education at Pennsylvania State College during the summer workshop. The following units are included: Personal Analysis and Vocational Orientation, College Orientation, Family Living, Consumer Education, and Community Orientation. Other materials in this series include a section dealing with a history of the Senior Core development and the philosophy underlying it and a section dealing with testing.

A new *Teacher's Guide for Physical Education for Junior High School Girls* also is being distributed. This revision is the result of the participation of all teachers in this field during the last school year. The major changes are in organization, with much more emphasis on securing and maintaining good posture.

**A CHANGE IN FM RULES**—This change will make it possible for school radio stations to go on the air with a power as low as from 5 to 10 watts. Former FCC regulations required educational stations to operate on 250 watts or more, a rule that kept many schools and colleges off the air as the necessary equipment is ex

pensive. One low-watt station is now operating at Syracuse U. Covering a three-mile area around the campus, such a transmitter can be installed for around \$2,500. (*Education Summary*, August 20, 1948.)

**DRIVER EDUCATION**—Wisconsin and North Dakota are two of the states leading in the education of youthful automobile drivers. Each receives a bronze plaque honoring the state for its progress in driver education during the past school year. The plaque represents the "Superior Award" of the annual Driver Education Award Program sponsored by the Association of Casualty and Surety Companies.

In order to qualify for the Superior Award, a state must have courses in safe driving in 50 per cent or more of its secondary schools and have half or more of the eligible students enrolled in them. By actual count, 298 of Wisconsin's 463 high schools had driver education courses during the past school year; 18,959 of the 34,258 eligible students were enrolled. The purpose of the Association's Driver Education Award Program is to give recognition to those state governmental agencies responsible for public education and highway safety, and to mark the progress of nonofficial groups within the state which have consistently supported high-school driver education programs. Aside from Wisconsin and North Dakota, other states receiving awards this year were: *Special Award*—Arizona and Delaware; *Meritorious Award*—Illinois, Massachusetts, New Jersey, Virginia, and West Virginia.

**STATE CODES OF PROFESSIONAL ETHICS FOR TEACHERS**—Forty-six state teachers associations and the Associations in Hawaii and Puerto Rico have adopted Codes of Professional Ethics for their members. The first state code for teachers was adopted by the Georgia Education Association in 1896. The most recent codes were adopted in 1947. These latter follow closely, if not identically, the Code of the National Association which was adopted in 1929 and revised in 1941, 1944 and 1948. Nevada and Vermont are the only states which have not taken official action adopting a code.

Opinions vary widely as to whether the teaching profession should have a single code of ethics or whether state and local associations should be encouraged to draw up their own codes. Those who believe in one code argue that a single code tends toward unity within the profession and that a code like the NEA Code which was prepared after years of careful study by national leaders, is likely to be superior to those which are prepared by single individuals or local groups of amateurs.

On the other hand, those who advocate many codes maintain that a single code, must, of necessity, consist largely, if not wholly, of generalities while, in order to be most effective, a code of professional ethics should consist, as far as possible, of specific standards, rules, and regulations. They also argue that, since no perfect code has as yet been produced, it is a better educational technic to challenge groups interested in the field to prepare a code which meets their particular needs most effectively.

The 1948 Report of the NEA Committee on Professional Ethics includes the NEA Code together with 25 state codes which differ more or less from the NEA Code. Single copies of the Report may be secured free upon request from the NEA Headquarters Office, 1201 Sixteenth Street, N. W., Washington 6, D. C. Addi-



tional copies are priced at 25c each with the following discounts for quantities: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more, 33 1/3%. Orders which amount to \$1 or less must be accompanied by cash.

**SCHOOL DEDICATED TO WORLD CITIZENSHIP OPENS IN ARIZONA**—A far-reaching experiment in educating children for world citizenship was launched this fall in the red-rock plateau region of Arizona, with the opening of the new, nonprofit Verde Valley School at Sedona, located between Flagstaff and Phoenix. Dedicated to promoting international understanding, this college-preparatory school is based on the concept that children must be trained for global living while their minds are still flexible. The Verde Valley plan has been developed with the advice of hundreds of educators in this country and abroad. The pioneer student body includes approximately 20 boys and girls from 10 states and Canada. The students range from 10 to 15 years of age.

By combining the required pre-college curriculum with practical training in international citizenship, the school will seek to help its students understand why it is important to learn history, geography, economics, literature, and other subjects, according to Mr. Hamilton Warren, founder and executive director. Foreign languages, for example, will be taught as "windows on other cultures." Monthly field trips to the neighboring countryside and communities will make classroom studies come alive by bringing the students face to face with such basic problems as inter-cultural relations, the workings of democratic government at the community and state level, world trade, and labor-management relations.

Inter-cultural relations will be studied through first-hand observation of Indians and Spanish-Americans. "The Indians are the only people of a different culture living in their own setting in this country," Mr. Warren pointed out. To foster Pan-American friendship through contacts with Spanish-Americans, every one in the school must acquire a speaking knowledge of Spanish. Trips to mines and lumber camps and interviews with employers and workers will introduce the children to the complexities of labor-management relations. Natural sciences like geology and botany will be dramatized by trips to such phenomena as the Grand Canyon and the Painted Desert.

A former member of the Department of State and of the Office of War Information, Mr. Warren decided at the end of the war that a new kind of education was vitally needed to prepare children for real world citizenship. He has been developing the Verde Valley plan for three years, traveling thousands of miles to consult with educators and to find the right site for the school. A spot near Arizona's Oak Creek Canyon was selected because of climate and health factors, the advantages offered by the nearby Indian Reservations in studying inter-cultural relations and the state's relatively uncomplicated social and economic structure which makes it ideal for first-hand observation by students.

**FIVE NEW FILMS**—Coronet Films has just completed five new productions, two of which are in the social studies field, and one each in basic study skills, mathematics, and physical science. Each of these new Coronet films is one reel in length and may be secured through purchase or lease-purchase for \$90 in full color or \$45 in black and white. They are also available through the nation's leading film-lending libraries. For a complete catalog or further information on purchase,



base-purchase, preview prior to purchase, or rental sources, write to: Coronet Films, Coronet Building, Chicago 1, Illinois. These new educational films are: *We Go to School*—helps children first entering school with the tremendous adjustment from the protective, comparatively unrestricted shelter of their homes. This film teaches them what they can expect from school; what the school, in turn, expects from them; the importance of school rules and gives them a sense of security—of belonging to this new environment.

*A Day With English Children*—takes students to the town of Bath for a day of breakfast, and school, and classes, and playing cricket, and coming home to study. By the time this film-day is done, students from the intermediate through adult grade levels realize that, although British youngsters have many different customs, they really have a great deal in common with us.

*Alaska—A Modern Frontier*—gives students an opportunity to travel through the wilderness for a first-hand view of Alaska. The film has been especially designed for social studies students from intermediate through senior high grade levels.

*Let's Count*—is a film which fills the gap between the haphazard counting of youngsters in the primary grades and their introduction to arithmetic. As primary students watch Sally and Joe, they see how useful counting can be. They learn the difference between ordinal and cardinal numbers and how easy it is to use tally marks and numerical symbols to answer the question "How many?"

*The Nature of Light*—takes students on a fishing trip with two boys who study light as a form of radiant energy, closely observe the principles of reflection and refraction, and learn how these principles are applied to the science of optics—the way in which all things in nature are affected by the nature of light.

ARE YOU PLANNING TO ENTER HARVARD?—In September, 1949, the Committee on Admission expects to admit a freshman class of the usual size (approximately 1100). Formal application for admission should be made to the Chairman of the Committee on Admission, 17 University Hall, in the autumn of a student's senior year in school, and not later than February first. Application blanks are printed about November first and will be mailed on request after that time. Preliminary correspondence before the senior year is welcomed, and the receipt of a high-school transcript indicating the courses to be taken during the final year is advisable so that the program may harmonize with the Freshman Year in College. A personal talk in the Harvard office or locally with some representative of the college is desirable when possible. Although the number of applications greatly exceeds the number of students who can be accepted, no properly qualified student should hesitate to apply. In selecting applicants, the Committee attaches much weight to character, personality and breadth of interests; students are not accepted on the basis of scholarly attainment alone. The intelligence quotient, rank in class, and test results are important but are not the only criteria. The Committee sets a high value on extracurricular interests and contributions to school and community life.

Students completing the work for the school diploma but uncertain whether they will be free to enter College at once are urged to file applications while they are still in school. Certificates of admission issued to men who enter the armed forces will be valid in a later year, subject to medical approval, an honorable dis-

charge, and a satisfactory record in any subsequent work or study course or service curriculum.

The following steps are required for admission to Harvard College:

1. The completion of work resulting in a secondary-school diploma. The receipt of the school diploma cannot be conditioned upon later success in college.
2. The attainment of college certificate grades in at least two-thirds of the courses taken during the final four years of secondary school.
3. An adequate performance in a single-day examination series offered by the College Entrance Examination Board.
4. Testimony from the headmaster or principal regarding the candidate's character and ability to do college work.

The major part of a student's program during the secondary-school years should consist of English, mathematics, a foreign language, science, and social studies. His total program must contain *either* three years of Latin (or two of Greek) *or* a third year of secondary-school mathematics. Students are thus expected to show a continuity of three years in at least one field of study, besides a mastery of English. A student offering three years of Latin should offer at least two years of mathematics. Those whose programs do not conform to these requirements should not hesitate to communicate with the Admission Office. Certain special subjects, such as music, art, shop, navigation, radio, will be accepted as a part of the candidate's school record. The Committee is primarily interested not in the so-called "units" or "credits" but rather in a well-rounded program adapted to the abilities of the individual. The quality of work is more important than the particular program.

In order to have as much co-ordination as possible between school and college studies, the Committee advises as follows: (a) Mathematics throughout school for those definitely interested in science; (b) Latin for those interested in the humanities; another language may be added if desired; (c) Students intending to enter the engineering profession or the NROTC should be sure to include physics in their school course, as well as the maximum amount of mathematics.

**NEW MAGAZINE FOR HIGH-SCHOOL ENGLISH CLASSES**—*Literary Cavalcade* is a new monthly magazine designed especially for use in English classes of junior and senior high schools. Eight issues (October to May) will be published during the present school year. This is a new publishing venture that has evoked considerable enthusiasm among teachers of English and others interested in cultivating an appreciation of literature among young people. The magazine is published by Scholastic Magazines, 7 East 12th Street, New York 3, New York. The subscription price is 50 cents a semester, or \$1.00 a school year.

**AIR-AGE EDUCATION**—The Westfield High School of Westfield, New Jersey, offers a course in elementary aviation training for students between the ages of 15 and 18 years. The Civil Air Patrol co-operates in the conduct of the course. Young men and women who have a sincere interest in aviation may, if they qualify as to age and certain minimum grade standards in their prescribed school courses, join a local unit such as Westfield Cadet Flight A of the Westfield Squadron 222-3. After completing an indoctrination course of from three to four weeks, they will be authorized to purchase uniform and insignia and be sworn in as full-fledged cadets. They will then be assigned to a class in ground subjects.

such as air navigation, meteorology, parachutes, care, maintenance and inspection of aircraft, civil air regulations, and other related aviation subjects. They will also be eligible with their parents' consent for actual familiarization flights in the Squadron L-4 Liaison from its operation base at Hadley Field, South Plainfield, New Jersey.

Cadets fly from thirty minutes to one hour under the cadet flights program with senior rated C.A.P. pilots. These same pilots will be the instructors in the ground classes held once a week on the flight drill night. Other activities of the Cadet Group are many. There is an annual one to two weeks' Cadet summer encampment which is held each summer at a regular air force base within a 150-mile radius of their home unit. Cadets in good standing are selected by a board of Senior C.A.P. members for attending. There, a week of educational and interesting aviation work and duties is undertaken under the supervision of regular Air Force personnel and flights in Air Force training and transport aircraft made available. A precision drill team has been formed of C.A.P. cadets from all over New Jersey. Each year this team competes with other states for the United States drill championship. The winning team then competes against Canada and England for the International drill championship. This year two boys from Westfield High were in this drill team. They competed in New York at Rockefeller Plaza against other states and took first place, but were disqualified because of insufficient number. These boys were Cadet Sergeant Kemp Allen and Cadet Sergeant William Hinterleitner.

Actual field maneuvers and missions are conducted at various times during the year on a squadron and state-wide wing scale for keeping the squadron at top efficiency. Coastal Patrol, air search, and other special type missions are conducted, and cadets are given various ground duties to observe and participate in the work. Cadets at times are permitted to fly as observers in accordance with the type of mission conducted. Usually once a year a flight party is held to honor the anniversary of activation of the unit, with movies, refreshments, and a good time for all.

Young people who qualify and join the cadets do so on a voluntary basis and are not pledged in any way to any of the armed forces. They buy their own uniform and insignia and pay twenty-five cents per month dues to maintain a small fund for administrative supplies. Cadets usually march for inspection and reviews for Wing-sponsored events and for Air Force Day. An identification card, containing the Wing Seal and a serial number, is issued to each cadet and is carried at all times when in uniform, and uniforms are worn in accordance with directors of the unit. Members may resign at any time by submission of a formal request in writing to the commanding officer.

**CENTER FOR FIELD SERVICES TO SCHOOL SYSTEMS**—A Center to provide field services in education projects to public school systems and other agencies has been established at the New York University School of Education, New York City. The Center makes it possible for local school boards and school systems to obtain professional assistance in such projects as improving the curriculum of their schools; making surveys of the school system and the community; and setting up in-service training programs and off-campus courses carrying university credit. In addition, the Center will provide consultation service for teachers and

administrators and other aids to the local schools or community agencies. In addition to providing consultation service, assistance with surveys and other projects, the Center will arrange for necessary research related to field services and will prepare and distribute publications growing out of the work.

The staff also will seek opportunities for students to participate and observe in field projects as part of their study programs.

Numerous field service projects have been conducted by members of the staff of the School of Education, and others are now under way. Among these are curriculum workshops and consultant services for the public schools of Schenectady, N.Y.; a school and community survey at Dobbs Ferry, N. Y.; a workshop at Garden City, Long Island; a workshop and consultant service at Middletown, N.Y.; and services to the public schools and community agencies in New York City. Other projects are now under consideration, following requests from school boards in several localities.

**UNITED NATIONS NEWS**—The *United Nations News* is a monthly publication sponsored and issued by the Woodrow Wilson Foundation. The proceedings of the UN and related agencies are objectively recorded in clear, concise, and factual form, with absence of bias or propaganda. It is written so as to be easily understood. Each month the *News* contains two or three main articles about the leading activities of the UN and its specialized agencies. All other events are briefly noted in a department called "Notes of the Month." Personality information about leading figures in UN, as well as bibliographies and background material, are frequently included. Single subscription is available at \$2.00 a year. However, when ordered for classroom use in quantity lots of five or more copies sent monthly to one address, the rate is 50 cents per semester (5 issues) and \$1.00 for one year (10 issues). A Teacher's Lesson Plans Bulletin is prepared each month and is sent with each order of five or more subscriptions. When ten or more subscriptions are ordered, an extra subscription is added for the teacher. Orders may be sent to United Nations News, 45 East 65th Street, New York 21.

**NEW HANDBOOK ON FILMS**—Teaching Film Custodians, Inc., announces the publication of a new edition of *Films for Classroom Use*, a handbook of information on films selected and classified by the Advisory Committee on the Use of Motion Pictures in Education. The booklet contains catalog descriptions of approximately 450 films correlated with the following curriculum areas: English, global geography, science, United States and world history, social studies, music, physical education and recreation, health and hygiene, safety education, and elementary education. Educators may obtain copies of the handbook without charge from Teaching Film Custodians, Inc., 25 West 43rd Street, New York 18, N. Y.

**SLIDEFILM IN COLOR NOW AVAILABLE ON WATER LIFE**—A new series of discussional slidefilms on fresh and salt-water life has been added to The Jam Handy Organization's "Science Adventures" series. These films colorfully present basic information about many animals and plants found in the water. Each film is organized into several units, each suitable for presentation during one period. They are designed for science classes, grades 4, 5, 6, 7, and 8; biology classes, junior and senior high school; and for oral reading classes. All of the seven slidefilms are in natural color. For details address The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, Michigan.

**AVIATION EDUCATION**—Selected teachers in 26 school systems are collaborating during the present school year in a practical laboratory study of best methods in aviation education. The Civil Aeronautics Administration, in collaboration with the American Council on Education, is directing the study. The year's program will follow a general outline developed during a Demonstration School Project held in Washington, D. C., in June, 1948. Results of the study, gathered in booklet form, are available.

In each of the 26 school systems at least two teachers will contribute and report at regular intervals during the school year to the CAA Aviation Education Division on ways of making aviation a harmonious part of the whole public school pattern. Reports of the contributing teachers will be appraised, and those methods which have proved successful in actual use will later be assembled in booklet form by the CAA for use by any school system interested.

Co-operation of teachers and their pupils to advance aviation education had for some time been under consideration by the Aviation Education Division, and at the Washington Conference, which was jointly sponsored by the Civil Aeronautics Administration and the American Council on Education, the plan was submitted to the fifty some educators attending. The prime purpose of the project is (1) to discover worth-while aviation education materials presently available, (2) to appraise such materials in the light of instructional needs, (3) to evaluate and interpret for classroom use the reports of recent and current events resulting because of aviation, and (4) to determine the best method of incorporating such materials into the subject matter of different instructional situations. The Aviation Education Division will assist by providing digests of recent and current reports concerning the developments of aircraft, aviation, and the uses of aviation, classified as these relate to the several curricula areas. Letters of inquiry being received by Dr. H. E. Mehrens, Chief of the Aviation Education Division, show a close study of the proposal is being made by many teachers other than the contributors, who display sharp appreciation of the effect the airplane will have on the lives of today's school pupils in tomorrow's world.

**TEEN-AGE BOOK CLUB**—Starting in September the TEEN-AGE BOOK CLUB, the reading promotion project for high-school students, is co-sponsored by POCKET BOOK, INC., (its original sponsor) and *Scholastic Magazines*. This book club project, which was started two years ago by *Pocket Books, Inc.*, the 25 cents reprint publisher, is now being used by 4,000 teachers and librarians in the United States, Hawaii, and Puerto Rico, who extend T-A-B CLUB membership to approximately 250,000 students each month. These teen-agers, to date, have obtained 1,275,000 T-A-B CLUB books. Under this new arrangement, news about books, previously appearing in T-A-B NEWS, now will reach a wider audience through *Senior Scholastic*, *Practical English*, and *World Week*. The readers of *Scholastic Magazines* will have the opportunity of joining the Club and securing through it any of the fifty titles to be offered this year.

**GUIDANCE**—The October, 1948, issue (75 cents) of the *Journal of the National Association of Deans of Women*, 1201 Sixteenth Street, N. W., Washington 6, D. C., of which Ruth Strang of Columbia University is editor, is devoted to the topic of "Aspects of Guidance in High School." The magazine contains ten articles on various phases of the high-school guidance program.

**U. S. FATS AND OILS STOCK CONTINUE DECLINE**—Commenting on the near record low position of domestic stocks of fats and oils revealed in the latest issue of the U. S. Department of Commerce's official publication, *Industry Report*, the American Fat Salvage Committee urges homemakers to continue salvage of every available drop of used fat.

The report shows that, despite favorable production of fats and oils in the U. S. in the 1947-48 season, "stocks of fats and oils in the U. S. have continued to decline and at the end of May, 1948, totaled 1,416 million pounds." This figure is 139 million pounds less than May, 1946, and only 246 million pounds more than the record low of recent years reached in October, 1946, the Fat Salvage Committee points out.

"Concern over the low stock position would be greater were it not for the indicated favorable crops for the 1948-49 season," the Fat Salvage Committee explains. Besides the hundreds of industrial channels into which used fats go, this additional 100 to 200 million pounds of household fat salvaged each year serves the national economy by making available greater amounts of other kinds of fats including vital food fats. Illustrative of the significant contribution made by household fat salvage is a statement by Charles E. Lund, Associate Director, Food Branch, Office of International Trade of the Department of Commerce: "This reclamation of used fats, between 100 and 200 million pounds a year . . . reduces the possible use of lard (for example) with its resultant increased demand for vegetable oils to meet domestic needs."

**HAVE YOU READ?**—*Seventeen* magazine urges parents, teachers and teen-age readers to regard the school as the living center of the community in its special October, 1948, "Your School and You" issue. The magazine bases articles around the important aspects of the school as a vital community force and suggests that everyone rally together to improve teaching and studying conditions. *Seventeen* cites the case of the new Orchard Park Central School as the successful product of an effective community project. Under the guidance of Principal Elmer E. Handel, Orchard Park, N. Y., townspeople, teachers, and students carried on an intensive campaign for legislation to allocate funds for a new junior-senior high school. In an article called "School is What You Make It," *Seventeen* attempts to show readers the important part they play in the school operation. Students are told how to establish better relations with teachers, how to improve extracurricular programs, how to make the most of the educational opportunity in preparing for the future, and how to make the school a working part of the community. The regular monthly column, "Why Don't Parents Grow Up?" speaks directly to parents and reminds them of their obligation in achieving better educational facilities. It stresses the importance of promoting legislation for increased allotments and of working with PTA groups for improved school conditions. The special school issue also suggests that its more than three million teen-age readers consider teaching as a career. In an article called "Who'll Be Tomorrow's Teacher?" the magazine reports that the teaching profession needs 200,000 well-trained new-comers to meet the existing shortage and lists the many satisfactions that the job can bring. The editors of *Seventeen* plan to publish a school issue each October, designed to promote better relations between students and faculty.

**TEACHERS ARE NEEDED**—Teaching offers to the youth of America greater opportunity today than any other profession. This was the conclusion of college administrative officers from all parts of the United States as they ended a week of intensive study at the biennial national conference for executives sponsored by the American Association of Colleges for Teacher Education at Estes Park, Colo.

Because of the great need for teachers in certain areas, the group, through its executive committee, sent a telegram to President Truman urging that local selective service boards be authorized "to defer on an individual basis and upon recommendation of appropriate school authorities teachers and prospective teachers who are serving or preparing to serve in fields in which there is a critical shortage of teachers and in which they will make an essential contribution."

The half-million additional first-graders who entered school in September, requiring 20,000 more teachers for this grade alone, were cited by Dr. Walter Hager, association president and head of Wilson Teachers College, Washington, D. C., as an example of the manner in which hundreds of thousands of teaching positions during the next decade will await young men and women who start their preparation in the years immediately ahead.

"The number of teaching positions available during the 1950's will undoubtedly provide the greatest opportunity for careers the nation has ever known in any professional or semi-professional field," Hager declared in commenting on studies presented at the conference.

"In addition to normal replacements," Hager added, "we shall need an average of 43,000 new teachers during each of the next seven years for the enrollment increase which has been predicted for elementary and secondary schools. Also, there are approximately a half-million emergency and regular teachers who do not meet accepted standards of preparation. Replacements will be needed for thousands of these teachers." Teachers today, Hager pointed out, are winning "higher salaries, greater understanding, and increased respect as the result of an irrepressible tide of public opinion." This same public opinion, he added, is "focusing attention on the responsibilities of teachers to their pupils, to their communities and to their country. Teaching is both a public responsibility and a personal opportunity."

A ten-point program which the association will urge to help strengthen teaching as a profession, thereby making it more attractive as a career for young men and women, was announced by the executive committee. The program backed by the association includes:

- (1) A public relations program which will help the public to see that "the teachers of this country are the real defenders of the democratic way of life."
- (2) A vigorous program of selection of prospective teachers, "with standards set high so that any graduate of our institutions will be an able and well-prepared person." Recruitment and selection is to be made a continuous process involving "all faculty members, students, and laymen, emphasizing both scholarship and social competence, starting early in high school." It will involve "guidance out of as well as into teaching."
- (3) An increase, as soon as possible, of the amount of pre-service preparation of teachers in the public schools to a minimum of five years. The two-year



curricula still accepted in some states are "no longer adequate and no longer professionally respectable."

(4) Major changes in curricula for teachers "demanded by the nature of current political, international, economic, social, and educational problems."

(5) Adjustment of curricula to the increasing number of junior colleges so that graduates may elect to prepare for teaching without a loss of time.

(6) "Wider and wiser use of laboratory facilities in the preparation of teachers." As "the laboratory school is to the teachers college what a hospital is to the medical school, it should affect the work of all teachers and the curricula content of all years."

(7) Immediate steps to attract better prepared staff members for teacher education institutions, including: (a) wider advisory participation of faculty members in selecting additional members; (b) higher salaries, especially maximum salaries; (c) lighter teaching loads; (d) retirement provisions; (e) aid for writing, research, and special committee work and (f) development of a system of internships for young, prospective college teachers.

(8) Revision of certification laws in many states to permit experimentation and changes in the curricula of institutions preparing teachers.

(9) Higher salaries for public school teachers.

(10) Provision of courses in colleges and universities which prepare teachers that will provide the ability "to discover real life problems in the communities where they teach and to develop curriculum material related to those problems which will aid in their solution and thereby improve the standards of living in those communities."

#### 50 NEW RECORDS OF FOLK SONGS ISSUED BY LIBRARY OF CONGRESS—

Ceremonial Seneca Indian dances and rituals; the tunes of Pennsylvania anthracite coal miners singing in the mine tunnels; the iron gong and calabash rhythms of Brazilian music collected to emphasize its African origins; a Venezuelan snake-killing song and other music of Venezuela in which natives from many villages are represented; the folk singing of Mexican Indians accompanied by primitive rattles, drums, and reed flutes; Puerto Rican children's game songs; and, of course, English ballads, American cowboy songs, and banjo and fiddle tunes.

These are only some of the many highlights of the 50 new records, comprising ten albums of five vinylite records each, just released from the collections of the Archive of American Folk Song in the Library of Congress. The present release, together with the records which the library has issued previously, brings the total available to the public to 107 records in 22 different albums. A catalog describing the entire series may be obtained for ten cents in coin from the Recording Laboratory, Library of Congress, Washington 25, D. C.

The Archive of American Folk Song, established as part of the Music Division of the Library of Congress in 1928, has become the rich national storehouse of American folk music, a source of much material for scholarly studies and research. There are in the collection more than 10,000 acetate recordings, containing over 40,000 different songs from various regions of the United States. Also, the Archive has acquired folk music from many Latin American countries and from Europe and other parts of the world. Scholars and folklorists have searched



the byways of the land for the traditional songs and music of the people, songs which, in their traditional and uncorrupted versions, were in danger of being lost before the impact of the radio and the juke-box. The great majority of records in the Archive are unique and irreplaceable, and reflect an important part of the American cultural heritage.

From the best of these records, Duncan Emrich, Chief of the Library's Folklore Section, of which the Archive of American Folk Song is a part, has selected representative music and songs to form the ten new albums of the current release. Four of the albums are edited by him, while the remaining six have been edited by co-operating scholars interested in special aspects of the field of folk song.

Six albums in the new release contain folk music from the United States. Among the noted scholars who have edited the albums is William N. Fenton, of the Smithsonian Institution, who has contributed an album of American Indian music—the second in the series—"Seneca Songs from Coldspring Longhouse," representative of dance, ritual, and ceremony. George Korson, authority on the folklore of Pennsylvania anthracite miners, has edited an album of songs collected from miners in the Pottsville and Wilkes-Barre area, some of which were recorded in the mine tunnels themselves. The four albums edited by Dr. Emrich represent traditional Anglo-American folk songs from various regions of the United States, including the field work of many collectors in Missouri, Kentucky, Ohio, North Carolina, Arkansas, Indiana, California, and Maine. There are rare English ballad survivals such as "Lord Bateman" and "The Cherry Tree Carol," amusing children's songs such as "Fiddle-I-Fee" and "The Barnyard," and unusual fiddle and banjo pieces.

The current release also places considerable emphasis on folk music from Latin America. There are albums of music from Brazil, Mexico, Venezuela, and Puerto Rico, each containing traditional folk songs of the people. The Mexican album represents the music of Indian groups—the Cora, Seri, Tarahumara, Huichol, and Tzotzil and Tzeltal—played on primitive instruments such as the rattle, reed flute, and native drums. The songs in the album were collected by Henrietta Yurchenco on a field trip in Mexico, and the rhythmic beat of the music is strong and similar to much of the material in the album of Venezuelan music collected in Venezuela by Juan Liscano. The album edited by him is representative of Venezuelan folk song from its primitive origins through the popular material of today with its Spanish influence. The same may be said of the five records in the Puerto Rico albums, collected and edited by Richard A. Waterman, of the Department of Anthropology, Northwestern University. The songs collected by Melville and Frances Herskovits in Bahia, Brazil, represent a scholarly study to relate the elements of the Bahian music to African origins; and the heavy drum, iron gong, and calabash rhythms are of unusual interest.

In addition to listing the new releases, the Library's new fifty-page catalog combines the smaller catalogs previously issued. It gives full information about each record—the singer, collector, date and place of collection in the field, and type of song. An alphabetical index of song titles is helpful for locating any individual number in the catalog. The catalog itself is a valuable and useful addition to any music library.

# The Book Column

## Professional Books

- BARBER, J. E. *Evaluating School Guidance*. Buffalo, New York: Foster and Stewart Publishing Corp. \$1.00. The author traces various cases of measuring guidance efforts with youth. Here various guidance activities are measured over a period of ten years. The author shows how, through tests, personal interviews, and group discussions, students have been brought face to face with their own abilities and then shown opportunities in the vocational world. Results of values obtained through the teaching of occupations, outcomes secured through the medium of an activity period, and the effect of counseling on the future college student are treated in detail. Can the counselors and the other teachers select potential leadership material? That their judgment is much better than generally supposed is shown through an extensive follow-up of the members of the National Honor Society, college students, and a particular class.
- BARNES, H. E. *Historical Sociology, Its Origin and Developments*. New York 16: Philosophical Library. 1948. 196 pp. \$3.00. This book traces the development of theories concerning social origins and social evolution from Oriental times to our own day—from ancient creation tales to the dogmas of Spengler, Toynbee, and Sorokin, and the more scientific and reliable interpretations of the historical sociologists and social historians. It is a review of all the main ideas about the rise, expansion, and mutations of associated life among mankind. As a contribution to social theory and techniques, the book presents and assesses all the work which has been done in historical sociology, indicates the merits and defects of past achievements in this field, and lays the basis for more extended and reliable writings in this realm of sociology in times to come.
- BURCHFIELD, LAVERNE, editor. *Public Administration Organizations: A Directory—1948*. Chicago 37: Public Administration Clearing House. 1948. 228 pp. \$3.50. This volume lists nearly 2,400 voluntary organizations—national, state, regional, and Canadian—in the field of public administration or in fields that impinge upon public administration. It gives the address of each association and the name of its director, and—for each of the 565 national organizations—data on membership, finances, secretariat, activities, affiliations, and publications. It opens a wide variety of important sources of information on most phases of administrative activity, from aviation to social security, from business and economics to public health. It provides a classified listing of organizations under 103 fields of activity.
- CANTOR, NATHANIEL. *Dynamics of Learning*. Buffalo 3, New York: Foster and Stewart Publishing Corp. 1947. 292 pp. \$3.00. This book is an analysis of what is meant by a "highly skilled, professional teacher." It also tries to answer several basic questions. What happens, realistically, when living students and living teachers meet together in a classroom in the teaching-learning process? Do teachers really help students to develop or do they increase the fears and anxieties

and timidities the students bring to the classroom? Does not most traditional teaching occur in a wilderness logic and does not most "learning" consist of verbal ping-pong? What, precisely, is the source of the terrible confusion in education and the restless dissatisfaction felt by so many teachers, parents, and students?

DAVIS, E. C., and LAWTHOR, J. D. *Successful Teaching in Physical Education*. New York: Prentice-Hall. 1948. 635 pp. \$4.75. This book stresses the whole personality development of the student. It stresses mental hygiene as a guide for the prospective teacher through the process of self-analysis and analysis of teaching. The authors present specific principles of teaching. This second edition discusses six major areas of teaching in physical education: How Do We Approach Teaching? How Are Activities Selected? What Is the Nature of the Pupil? How Does the Pupil Learn? How Is Physical Education Taught? and How Do We Determine Improvement?

DeJEAN, LOUIS. *Junior Citizen*. New York 16: Philosophical Library. 1948. 224 pp. \$3.00. The author presents what he believes to be the needs of high-school youth with the idea of presenting these facts about adolescence so that we might have a better understanding of youth and thereby be better able to provide for their educational needs. The book also contains an introduction by Dr. John C. Huden, President of Castleton Teachers College, Castleton, Vermont.

EISENBERG, PHILIP, and KRASNO, HECKY. *A Guide to Children's Records*. New York 16: Crown Publishers. 1948. 195 pp. \$2.00. This book contains a complete descriptive listing and appraisal of recorded stories, songs, and music for children of all ages (4 to 15 years). It is divided into two sections. The first tells what children like about records and why. The second is an honest, critical evaluation by age groups of what is now on the market.

ELLIINGTON, J. R. *Protecting Our Children from Criminal Careers*. New York 11: Prentice-Hall. 1948. 384 pp. \$3.75. The Youth Correction Authority described in the book is based on the new line of thinking in criminology: the most effective protection of society is obtained by giving individual treatment to each offender. Thus the author first reviews the social and psychological roots of delinquency and crime. He shows the defects of the present administration of criminal justice which is based upon the theory of willful evil and punishment to fit the crime.

In the second section of the book, the author shows how the plan of individual treatment for each offender is working out in practice. He gives a detailed account of what has taken place in California: how each juvenile offender's case is turned over to the Youth Authority for diagnosis. Then he describes the new treatment, based on previously analyzed roots of crime and seeking to provide rehabilitation rather than punishment.

From a discussion of special delinquency cases, the author goes on to deal with delinquency prevention and youth conservation. He shows the need for a new integration of all services in order to meet the various needs of children. He tells how the California Youth Authority's survey team educates, community by community—improving existing services, developing new services, co-ordinating all services. The importance of this section on prevention is shown in the

stress put on prevention in the Wisconsin and Minnesota Acts; the former creating a Youth Service Division, the latter, a Youth Conservation Commission. The book is packed with case histories. It tells of boys and girls who have come under the California Youth Authority. It tells of correction schools and camps that have been set up, of old schools that have been changed, through the Youth Authority. These cases are bound to compel student interest, as well as show just how the plan is working out.

EXTON, WILLIAM, JR. *Audiovisual Aids to Instruction*. New York 18: McGraw-Hill Book Co. 1947. 358 pp. \$4.00. In this book the author makes available the audio-visual techniques which were developed in the Armed Forces' emergency training program and discusses their application to civilian education and industrial training in the postwar era. The book first covers the field in general and then deals in detail with projected aids, graphic aids, recorded aids, and three-dimensional aids. Fourteen experts have contributed articles on various aspects of the subjects. A feature of the book is the wealth of outstanding illustrations.

FORRESTER, GERTRUDE. *Occupational Pamphlets: An Annotated Bibliography*. New York 52: H. W. Wilson Co. 1948. 354 pp. \$2.50. This volume is an enlarged revision of a previously published standard work entitled *Occupations: A Selected List of Pamphlets*. The title has been changed in order to distinguish the book from other important publications in the vocational field. Approximately 1,000 pamphlets have been added to the original list, and much material now obsolete or out of print has been deleted—although certain useful out-of-print works which are still available in libraries have been retained. The arrangement of the book is the same as that of the first edition. In the bibliography proper, some 2400 pamphlets are arranged alphabetically by occupation and briefly annotated. The job titles conform to those in the forthcoming revised edition of the *Dictionary of Occupational Titles* of the U. S. Employment Service and the *Dictionary* code number is printed after each title. Annotations, the kind of information that may be found in each pamphlet, any special group to which it may be addressed, the price, the publisher, and other publication data are noted. Pamphlets recommended for first purchase by small libraries are starred; those considered especially valuable are double-starred. Among the other helpful features of the book are: a section on pamphlets in series, arranged alphabetically by publisher, which lists approximately 600 job descriptions, interviewing aids, job families, and fact sheets; lists of pamphlets on special occupational subjects such as apprenticeship, jobs for the handicapped, and how to look for a job; a summary of the criteria of a good occupational pamphlet; practical advice on the filing and indexing of pamphlets; suggestions for the use of the bibliography in classroom, counselor's office, and library; and a directory listing the names and addresses of all publishers of pamphlets mentioned in the text of the book.

FORSYTHE, CHARLES. *The Administration of High-School Athletics*. New York 11: Prentice-Hall. 1948. 460 pp. \$4.00. As one reads the pages of this book, he is impressed by the importance of athletics as an institution of modern life. One finds that administrative duties and responsibilities are many and varied. The book explains the accepted practices and usages and also many unusual ones as

well. For the reader's convenience, a nationwide collection of diverse rules has been boiled down into clear and concise form. The volume is characterized, then, not only by authenticity, but also by clearness, conciseness, comprehensiveness, and helpful organization. All ideas pertinent to the subject of school athletics will somewhere be found incorporated in it.

The benefits of athletic sports in regard to health, character, citizenship, and recreational enjoyment are treated by the author in this book. These educational advantages are attributed to athletics and other forms of physical recreation by progressive schoolmen of the day. This recognition accounts, in large measure, for the present emphasis placed on "Athletics for All." The intramural program, discussed by the author, extends the benefits of athletics to larger and larger numbers of participants and attempts to find for each student some athletic interest and some measure of satisfaction in physical prowess and accomplishment.

How this progress has been made and how local, state, and national athletic organizations are vigilantly seeking to promote school athletics throughout the United States is the theme of this work. The volume is divided into sixteen chapters as follows: history and objectives of high-school athletics, the national federation of state high-school athletic associations, state high-school athletic and activity associations, athletic eligibility regulations, athletic contest regulations, policies and administration plans for local athletic programs, athletic contest management, athletic equipment, athletic awards, athletic finances and budgets, safety and sanitation in athletics, athletic facilities—layout and maintenance, intramural athletics, athletics for girls, junior high-school athletics, and trends in high-school athletics.

FOX, J. H.; BISH, C. E.; and RUFFNER, R. W. *School Administration, Principles and Procedures*. New York 11: Prentice-Hall. 1947. 200 pp. The purpose of this book is to provide certain basic information pertinent to the job of the school administrator. It is designed for those people concerned with training programs in military establishments, business organizations, and industrial plants. Most books in the field of school administration have been written for persons with considerable previous training in professional education. This book is intended for those who must organize, manage, or supervise educational programs without such training. No attempt has been made to cover all aspects of educational administration; the field obviously is too vast and too complex. Instead, the writers have attempted to select certain fundamental information which will be of most value to directors who must administer training programs without the benefit of extensive professional education.

Chapter I is an overview of the job of the school administrator—the person responsible for the administration of a single school or program. Chapter II discusses learning in order to provide a background for supervision. Chapter III presents an overview of supervision. Supervision is defined and certain characteristics of school supervision are indicated. Chapter IV is concerned with teaching. The job of the teacher is analyzed, and the professional training and certain basic personal qualities of the good teacher are indicated. Chapter V continues the discussion of teaching by elaborating two factors of primary importance in any teaching situation: individual differences and motivation. Chapter VI presents the subject of in-service training. It offers practical examples of procedures whereby

the school administrator may use much of the theory contained in the previous five chapters.

FOX, L. K. *The Rural Community and Its School*. Morningside Heights, New York: King's Crown Press. 1948. 245 pp. \$3.25. This is a study of rural life and education today, in a period of social change. The framework of the book is Chautauqua County, New York, an area typical of the older farm communities where scientific and technological changes are throwing into disorder life patterns and traditions persisting from the past. The effects of this disorder, and the all too remote relation of the schools of the area to the adjustments called for, are set forth in detail. The book, however, is a good deal more than just a county study, for the author has consistently refused to lose sight of her main objective, the larger picture, in the temptation to expand the particular for its own sake. The author moves from the particular to the general and has presented a detailed report on the processes of adjustment to which the schools of a modern democratic society must respond, or fail in their duty. How the social framework of a dynamic community can be buttressed by a school system sensitively and boldly geared to its needs is, in the end, what this book is about. Concrete proposals for achieving this, worked out as a part of a comprehensive plan for county, region, and nation, are developed in the final chapter.

GRACE, A. G. *Educational Lessons from Wartime Training*. Washington 6, D. C.: American Council on Education. 1948. 284 pp. \$3.00. Educators in peacetime civilian schools should do a better job in explaining to youth why various subjects are taught, the relationship of one subject to another, and the value of such subjects in later life. This is one of the many points brought out in this volume, the recently published report of the Commission on Implications of Armed Services Educational Programs, concluding two years of investigation under the auspices of the American Council on Education.

Wartime successes in the rapid, efficient training of men and women for the armed forces were achieved, the report states, in large measure because the Army and Navy drew upon the best thinking and practices in civilian education, and, in turn, American civilian education is urged to draw upon the many successful experiments and innovations of the armed forces during the largest educational undertaking in history.

"Civilian schools and colleges must take the stand that the whole of human knowledge is the reservoir of subject matter." In matters of health and physical education, the commission points to the percentage of draft rejections caused by remedial defects and stresses the assorted obligation of the school. It is claimed that not more than 50 per cent of the parents notified have their children treated for physical difficulties. The report also calls attention to the startling number of men lost in the war because they had not learned to swim. The army had astonishing success in adult education. More than 400,000 illiterates were brought up to fourth-grade level in 60 to 90 days. One section of the book discusses the training of women for military services. The report comments: "The occupation of waging a war was open to women on conditions which tended toward equality. This fact has implications of great importance for the education of women in the civilian world."

In the field of teacher training, there is much in the book that can promote controversy. Army and navy conducted instructor training usually with a particular curriculum in mind. Professional educators probably will not welcome the suggestion that teacher preparation can become a matter of a few months and, as a matter of fact, Dr. Grace's staff avoids any such suggestions. College training programs in wartime afforded an opportunity for practical experimentation in time-saving. Not much of lasting benefit is claimed for such acceleration.

Civilian educators would, of course, marvel at some of the teacher-pupil ratios they found. The army and navy did not worry about budgets, and, in some cases, notably in the Naval Oriental Language School, the ratio was as low as one to two or three. The college training program, according to Dr. Grace and his staff, had democratic implications, and the suggestion is made that this wartime experience may result in permanent provision for Federal financial aid to properly qualified college students.

GROUT, R. E. *Health Teaching In Schools*. Philadelphia: W. B. Saunders Co. 1948.

320 pp. \$4.00. This book has been written for prospective teachers and teachers in service. Health workers who have contact with school may also find help from its pages. The book serves a three-fold purpose: First, it provides the teacher with up-to-date information on health needs of the child and of the home, school, and community and suggests how these needs may help point the direction of health instruction. Second, it highlights principles and procedures of modern education and shows how these may apply in health teaching. Most important of all, it furnishes the teacher with concrete materials to help her plan and carry out effective health teaching programs which are based on needs and which embody sound educational principles. Emphasis throughout the book is on teaching toward improved health behavior of the children themselves and toward improved health conditions in home, school, and community. Principles are interwoven with practical, illustrative material which has been drawn from many sections of the country. The focus is on the school as an integral part of the community.

The teacher may study the book in the order in which it is written or may turn to its separate parts for specific assistance on principles, content, and methods. The early chapters outline the bases of health instruction in terms of health needs and educational principles and procedures; the latter chapters give specific teaching aids in the form of suggestive methods and resources. The book as a whole may be used by the prospective teacher for orientation to health teaching or by the teacher-in-service for new ideas and for evaluation of her work.

HERGE, H. C., et al. *Wartime College Training Programs of the Armed Services*.

Washington 6, D. C.: American Council on Education. 1948. 230 pp. \$3.00. During World War II the Army and Navy undertook the most gigantic teaching job in history. They established classes and newly organized curriculums on 663 American college campuses. They taught everything—the conventional subjects in social sciences, physical sciences, the professions; they taught leadership; and they taught secrets and how to keep them. Hundreds of thousands of young men went from those classrooms to war, and because their education had been good, so was their performance. They helped to win a war. This volume gives specific data on both the academic and the business phases of the ASTP, the Navy V-12,



and other less well-known service programs—the Navy V-5, V-7, and the Army Air Forces college detachments. In addition, there is a valuable chapter on war-time scientific research and its effect upon institutions of higher learning.

HORN, GUNNAR. *Public-School Publicity*. New York: Inor Publishing Co. 1948. 237 pp. \$3.50. This is a practical how-to-do-it book for teachers and administrators who handle school publicity. It is also of interest to all principals and superintendents who want their public-relations programs to be successful. And since success depends upon the co-operation of all members of the faculty, each classroom teacher should read at least the ten chapters on "Where to Find School News." This book is devoted entirely to the publicity problems of elementary and secondary schools. It is composed of 10 chapters on where to find school news; 7 chapters on how to write school news; 5 chapters on how to get news stories published; 5 chapters on how to get the school on the air; and 7 useful appendices.

KELLER, F. J. *Principles of Vocational Education*. Boston 16: D. C. Heath and Co. 1948. 402 pp. This new professional text presents a philosophy of sound vocational education which proves to be sound general education. Drawing upon his fourteen years' teaching and administrative experience in general education and twenty-seven years' experience in administering a large vocational high school, the author systematically presents such fundamentals of education as primacy of the person, interest and motivation, reality, democracy, method, intelligence, ethics, and evaluation. Written following the recent war and in view of current problems, this text develops each principle with reference to today's educational needs.

*Leaders in Education*. Lancaster, Pennsylvania: The Science Press, Box 749. 1948. 1206 pp. \$15.00. This third edition contains about 17,000 biographies of leaders in education. This is an entirely new and up-to-date directory of previously unavailable data. This book embraces every branch of educational activity. The volume includes over 8,000 new biographical sketches. More than half of the biographies are entirely new, and an effort has been made to include only those who are actively working in education. Bound in buckram. Page size, 7½" x 10".

LINDSTROM, D. E. *American Rural Life*. New York 10: Ronald Press Co. 1948. 401 pp. \$4.00. This book has been written for students and professional workers in rural sociology. It should enable rural young men and women to become acquainted with the basic sociology of rural life, in a national rather than a local setting. It should enable these young men and women and the rural sociologists who work with the social environments which produced them to become fully aware of the social problems which our increasingly complex civilization has imposed on rural life. These problems are just as important as are the sociological problems of our cities, and correct solutions to them are just as necessary. Each of the 20 chapters contains a selection of typical problems for discussion.

NASH, J. B. *Physical Education: Interpretations and Objectives*. New York: A. S. Barnes and Co. 1948. 288 pp. This book is the result of the author's accumulated experiences in a twenty-year period of teaching courses in the interpretations and

objectives of physical education. For the student majoring in physical education, it correlates the implications of the exact sciences, social science, sociology, psychology, history, and the philosophy of education. Material in this publication on physical education will help administrators in public schools, teacher training institutions, colleges, and universities to familiarize themselves with what should be expected from a prescribed or elective program in this particular field. It should be of especial value in pointing out the ultimate objectives which should be expected as the outcomes of health, recreation, and citizenship. The book discusses the contributions of physical education to optimum health, the total factors which must be considered in the healthy working of an organism, and how much responsibility schools and institutions should assume in this whole procedure. Health educators will find invaluable material in these areas.

### Books for Pupil and Teacher Use

ACTON, LORD. *Essays on Freedom and Power*. Boston 8: Beacon Press. 1948. 518 pp. \$5.00. This is the first collection of the major essays of the great English historian, editor of the *Cambridge Modern History*, to appear in many years—and the first collection of his work resulting from American scholarship. The material has been selected by Gertrude Himmelfarb, who spent a year at Cambridge University under a fellowship grant from the University of Chicago. In England she worked with the Acton papers on deposit at Cambridge. Miss Himmelfarb has also written a long introduction for this book. Included is the most complete Acton bibliography ever assembled.

ADAMS, J. V. *Plastic Arts Crafts*. New York 3: D. Van Nostrand. 1948. 147 pp. \$2.20. Everybody likes to work with plastics, and here is a book that teaches tools and processes as the student is actually turning out this first plastic piece. After the necessary instruction on kinds of plastics, where they are to be had, etc., this book gives detailed chapters on four basic projects. These projects include the fundamental plastic craft processes. Any one of them will provide a good starting point for the beginner, after which he may go on to more advanced types of work.

ALLEN, H. S. *John Hancock: Patriot in Purple*. New York 11: The Macmillan Co. 1948. 438 pp. \$6.00. This book is the first fully developed biography of one of the most neglected and maligned of outstanding figures in the annals of America. The author paints a vivid portrait of the patriot and re-creates a dramatic period in man's struggle for political equality. He reveals also that Hancock's private life had more romance than historians have hitherto known.

ALLEN, HERVEY. *Toward the Morning*. New York 16: Rinehart and Co. 1948. 464 pp. \$3.00. This book tells of Salathiel Albine's progress down the bright Pennsylvania trail from Bedford Village toward the city which to him means civilization and the life of the future—toward Philadelphia. It tells of Salathiel's life with Melissa and with the girl Bridget; of their mingling with the innumerable and diverse characters whose interweaving produced the life of America ten years before the Revolution. This book is the author's third one which will trace Sala-

thiel's progress from semi-savagery into the civilization of the post-Revolutionary period. It is an integral part of the author's plan, but it also is so constructed that no knowledge of the two preceding books is needed and, for that matter, no knowledge of the over-all plan.

ALSOP, R. F. *George and His Horse, Bill*. New York 16: Dodd, Mead, and Co. 1948. 186 pp. \$2.50. Bill is an ugly horse who travels. Born in the West, raised on the plains, he is shipped East to be sold at auction. How a small boy buys him, learns to ride, and finally wins a hurdle race, after having setbacks and adventures, is the subject of this story. There are obstacles to be overcome by boy and horse which make ultimate achievement a triumph and the life they lead together a delight.

BAKELESS, JOHN *Fighting Frontiersman*. New York 16: William Morrow and Co. 1948. 260 pp. \$2.75. This is the story of Daniel Boone, son of wanderers born, who had to know what lay beyond the mountains. It is the story of his struggles from Pennsylvania to North Carolina, to Kentucky, and then to Missouri, continuing as an old man, his search for land.

BARKER, E. C.; COMMAGER, H. T.; and WEBB, W. P. *The Building of Our Nation*. Evanston, Ill.: Row, Peterson, and Co. 1948. 864 pp. The authors present the economic, social, political, and cultural development in American history and show the influence of geography on the lives and habits of our people. With this background, the high-school student is led to see the full significance of his own relationship to present-day society. More than half of the book deals with the problems of our nation as they have developed since 1865. The problems are presented in topical units, but each problem is traced chronologically from its beginning in early periods of our history. In order that students may gain the "long view," the unit method of approach is strengthened by unit previews and chapter previews and summaries. Maps, illustrations, and pictures supplement the text as definite learning aids. The vocabulary has been checked with the Thorndike word list; difficult names are pronounced when first introduced; and unusual terms are explained. Each chapter (25 in number) includes a list of activities, and each unit (8 in number) contains elective as well as required activities.

BEAUCHAMP, W. L.; MAYFIELD, J. C.; and WEST, J. Y. *Science Problems, Book 2*. Chicago 11: Scott, Foresman, and Co. 1946. 590 pp. \$2.08. This Science Problems Series composed of three books for and in the junior high-school years offers a unit organization built to foster science thinking. Each unit begins with a "Looking Ahead" section and "Introductory Exercises" which give the students an opportunity to recall instances in their own experience involving principles to be studied. The "Problems" and "Experiments" are presented with essential scientific explanations so that the student can employ a truly scientific approach in establishing, through his own experimentation, the principles under consideration. "Self-Testing Exercises" and "Additional Problems to Solve" take the student into the next step of scientific thinking—the application of the principles and generalizations he has reached to the solution of related problems. To complete each unit, "Looking Back" provides a review of the unit to clinch under-

standings. Additional exercises offer supplementary problems and experiments to provide superior students with a fuller opportunity for additional reading, observation, and experimentation.

A Teacher's Guidebook for each volume is available free to users. Each Guidebook discusses objectives of science teaching at its level, suggest ways of fitting the course to local conditions, furnishes detailed helps for the teaching of each unit. A Study-book offering a series of assignments focusing on the major generalizations, principles, and concepts presented in *Science Problems* is also available for each volume.

BECKER, M. L., editor. *The Home Book of Laughter*. New York: Dodd, Mead, and Co. 1948. 309 pp. \$3.50. This book is a collection of 31 humorous stories written by such people as Stephen Leacock, Robert Benchley, O. Henry, Mark Twain, and Cornelia Otis Skinner.

BEIM, LORRAINE. *Alice's Family*. New York 17: Harcourt, Brace, and Co. 1948. 126 pp. \$2.00. The excitement of preparing for an all-day picnic in the country was spoiled for eight-year-old Alice, ten-year-old Johnny, and five-year-old Susan when Mother tripped and broke a small bone in her foot. At first Alice thought it would be great fun to take over the household duties and get meals under Mother's supervision. She could be the mother, cook her favorite dishes each day, and boss Johnny and Sue. But she soon found that it was easier said than done. Johnny wanted to do things in his own way and so did Sue. In the end, Alice learned that working together could be fun and that nothing could take the place of her unpredictable family.

BRYANT, BERNICE. *Trudy Terrill*. New York: Bobbs-Merrill Co. 1948. 280 pp. \$2.00. This the story of Trudy and her experiences as a freshman in high school.

BUTLER, C. H., and WREN, E. L. *Trigonometry for Secondary Schools*. Boston 16: D. C. Heath and Co. 1948. 368 pp. \$2.60. This new text offers a full and detailed development of concepts and an unusually simple and consistent treatment of the principles of computation with approximate numbers. It is written primarily for use in the secondary school, where a full semester is devoted to the subject. It represents not merely an "introduction" to trigonometry, but a broad coverage of the subject, fully as thorough and as adequate as is ordinarily attained in college classes. Special care has been taken to develop new concepts clearly and in full detail and to maintain a good balance between the numerical and the analytical aspects of the subject, and between formal work needed for skills and applied problems. Trigonometric functions are introduced by use of similarity of triangles.

BYRNES, GENE, compiler, and BISHOP, A. T., editorial assistant. *A Complete Guide to Drawing, Illustration, Cartooning, and Painting*. New York: Simon and Schuster. 1948. 366 pp. (8½" x 11"). \$5.95. This is no doubt one of the most complete drawing and painting manuals ever to appear in a single integrated volume. Here 138 outstanding artists show how they work—by means of some 700 examples and step-by-step lessons which follow the development of an idea into a finished picture. Virtually every conceivable drawing problem is covered with pictures and supplementary text. There are detailed sections on the first steps (Exercises in line; perspective, light and shade, reflections, shadows, proportion; design and com-

position); *how to draw* (the human figure, faces, hands, feet, animals, furniture, landscape, trees, etc.); *media* (working with pencil, pen and ink, water colors, oils, pastels, wash, scratchboard); and *uses of art* (how to draw book and magazine illustrations, advertising, fashion, murals, cartoons, caricatures, portraits, etc.)—in all there are 15 chapters.

CAMUS, ALBERT. *The Plague*. New York 22: Alfred A. Knopf. 1948. 278 pp. \$3.00.

The author tells his story through the eyes of a doctor who is involved in every attempt to stem the plague and to alleviate human suffering. With him are associated others—a journalist, a criminal avoiding the police, a priest, a legal official, and ordinary citizens. Each has his own attitude toward the virtual imprisonment forced on all the people of Oran. Each makes his own adjustments as his character and philosophy dictate. Many die. Those who survive have attained a full knowledge of good and evil.

CARTER, P. A. *The Story of Cloth*. New York 16: Robert M. McBride and Co. 1948.

159 pp. \$2.50. Linen, cotton, wool, silk, rayon, and nylon—each is made, spun, or woven in a special way. In telling their stories, the author takes the reader on a magic journey starting at the beginning of cloth-making and ending with the finished fabric. She describes sheep-shearing in the western United States, the growth of the woolen industry in England, the silkworms spinning their cocoons on Chinese hillsides, the complicated preparation of flax in Ireland, the role of cotton in our war between the states, the inside of a modern rayon factory, and the exciting chemical processes used in making new synthetic fabrics. Color printing, looms that weave cloth of every description, finishing processes, the manufacture of wearing apparel, and how women's fashions develop and are sold also have important places in this engaging account.

CHAMBERLAIN, SAMUEL. *Behold Williamsburg*. New York 18: Hastings House.

1947. 180 pp. \$5.00. Something unique and extraordinary has occurred in Tidewater Virginia during the past twenty years. The 18th century capital of Virginia Colony, a small but immensely significant city, has risen again on its original foundations. It has been freed of the architectural encroachments of later centuries and stands today a living manifestation of the early American way of life. Restored Williamsburg is an American phenomenon of immediate value and significance. By providing a pictorial tour of Virginia's colonial capital, this volume presents a different and more detailed approach to the pleasant business of exploring Williamsburg, either in *absentia*, anticipation, reality, or retrospect. If the reader so wishes, he can utilize this volume as an informal guide, a talkative but discreet companion at his elbow. The illustrations have been arranged to follow a definite path, and a diagram of this pictorial "conducted tour" will be found outlined on the front endpaper. The inquisitive camera takes the reader down unsuspected side streets and peers over a few back fences, in addition to viewing Williamsburg from conventional angles. This is the most extensive pictorial coverage of Williamsburg yet to be published. The 308 photographs, dry-points, and sketches by the author, reproduced in sheet-fed gravure, were chosen from a collection which has been more than ten years in the making.

CHAPIRO, JOSE, editor. *Channing: Day by Day*. Boston 8: Beacon Press. 1948. 470 pp. \$5.00. In this book, for the first time in a generation, the most treasured quo-

tations from the teachings of this "poet and saint" are presented to the public in a single volume. This is in response to a continual demand. The present publication contains the quintessence of Channing's own thoughts taken from essays, articles, lectures, sermons, personal correspondence, and private papers. Because he speaks with the potency of a contemporary prophet, in words that sound as if they had been specifically aimed at our own time, the writings of Channing answer a profound need of our age which enables us to distinguish between profound basic principles and mere surface problems which may sound fearful but will quickly pass away.

COREY, PAUL. *Corn Gold Farm*. New York 15: William Morrow and Co. 1948. 223 pp. \$2.50. The Blake family were no longer renters. Uncle Harry had left them his farm. Because the soil was worn out, it had been abandoned for several years and was in poor condition. But the Blakes were undaunted. Earl, who was taking vocational agriculture in high school, welcomed the chance to test the new farming methods he had been taught. Other farmers viewed his project with distrust, varying from mild skepticism to violent opposition. Even Earl's father had to be convinced. Then the whole family pulled together, working against storm and drought as well as their influential neighbor's enmity. This story of their intelligent planning, hard work, and courage is also a picture of country good times and excitements.

CRUMP, IRVING. *Our Oil Hunters*. New York 16: Dodd, Mead, and Co. 1948. 210 pp. \$2.50. Risking death before a firing squad of Mexican revolutionists, winning freedom after capture by head-hunting Indians through a few magician's tricks, and escaping from a flaming lake are among the thrilling true experiences of our oil hunters. This book tells about these and many other exciting adventures of the geologists who explore for oil and the hardy men who are members of the seismograph or the test-drilling crews that venture into the desert, jungle, or Arctic desolation to investigate likely places for the unearthing of the fabulous "black gold." Pointed up by many actual experiences of men in the field, this book tells the story of an oil well from the time the geologist begins his scientific search for the proper kind of sedimentary rock in which oil is found to the highly skilled drilling of the well itself. Tales of artificial earthquakes, gushers, oil-well fires, and numerous other stirring incidents serve to highlight this vivid account of one of the most interesting and thoroughly American vocations for which a boy can train himself today.

DALY, S. J. *Pretty, Please*. New York 16: Dodd, Mead, and Co. 1948. 139 pp. \$2.00. This book gives helpful suggestions to the high-school girl who wants to be pretty. The author, a 20-year-old columnist, gives hints about those perplexing problems every girl has, such as how to care for the hair, the skin, and the hands; as well as that all-important problem, the wardrobe.

DAUGHERTY, JAMES. *The Wild, Wild West*. Philadelphia 6: David McKay Co. 1948. 36 pp. \$2.50. This book of verse and pictures in color tells of the old-time West. It is the story of frontier cabins, Indian fights, early steamboating on the Mississippi, and the covered wagons of the pioneers. Then, too, there is the story of the buffalo, the cattle rustlers, the long-horned steers of Texas, the gold of California, the oil of Oklahoma, the state, the Pony Express, the railroad, and

many other exciting incidents of early days in the West written for the young reader of the elementary-school and junior high-school levels.

DEFOE, DANIEL. *Robinson Crusoe*. Philadelphia 5: J. B. Lippincott Co. 1948. 319 pp. \$2.50. Early in the 1700's a British sailor, Alexander Selkirk, came home from sea with a wonderful tale of shipwreck on a desert island. It came to the ears of the writer, Daniel Defoe, and was a story which so stirred his imagination that he re-created it as a personal narrative. *Robinson Crusoe*, published in 1719, became one of the great books of all time and lives today as a matchless piece of prose as well as a fascinating tale of a man living alone on a desert island. Every reader identifies himself with the shipwrecked adventurer and glories in each victory he wins over need and danger and fear, somehow sharing through Robinson Crusoe's story his resourcefulness, philosophy, and faith.

DENISON, CAROL. *What Every Young Rabbit Should Know*. New York 16: Dodd, Mead, and Co. 1948. 68 pp. \$2.25. Mr. and Mrs. Rabbit takes their five young ones on a journey in the snow to teach them how to find and identify tracks of other living things in the woods. Illustrated. For young children.

DOUGLAS, W. O. *Being an American*. New York 19: The John Day Co. 1948. 222 pp. \$2.75. Since he took his seat on the Supreme Court in April, 1939, Justice Douglas has from time to time spoken on public questions in various parts of the country. Invariably these speeches have made a deep impression by their forthright style and their clear and original thought. Now for the first time the most important of these addresses are brought together and integrated into a book.

The range is wide, the topics varied, but the theme throughout is the same—a rugged democratic faith, built on the American idea, and joined to the hope of a world order. Much of what the author has to say is put through his pictures of great personalities—George Norris, Louis D. Brandeis, Franklin D. Roosevelt, Chief Justice Stone, Altgeld. He often speaks directly to the bar, and especially to the young lawyer—and on other occasions he speaks to the police, to new citizens, to youth in college. Jefferson's inspiration, the Bill of Rights, the tradition of equality, are strong influences upon him. And he sees beyond to China, Palestine, Russia, Europe, and the problems of the United Nations and the future of world government. Rarely do a man's utterances over a period of nine years show so consistent and strong a devotion to one major ideal, which here is that of true democracy, equality, freedom, and justice for all.

EATON, JEANETTE. *That Lively Man, Ben Franklin*. New York 16: William Morrow and Co. 1948. 253 pp. \$2.50. To bring to life on paper the many-sided genius of Benjamin Franklin is a challenging task. The author has succeeded in presenting as a man, "humorous and quiet spoken," this great American who, beginning as a printer, became also journalist, author, physicist, soldier, inventor, and statesman. His minor accomplishments were almost as amazing as the indispensable services he rendered his country. He was the first to mold type in America, to set up a copper-plate press, to start a lending library and a volunteer fire company in Philadelphia, and to make the post office pay. He invented not only lightning rods but also the first iron stove for use in his home and bi-focal reading glasses.



When he was a young man, the girls liked him for the mischief in his eyes and the boys, because he asked their opinions about everything. His deeds in London on behalf of the American colonies and in Paris for the young nation brought him fame.

EYRING, C. F. *Essentials of Physics*. New York 11: Prentice-Hall. 1948. 432 pp. \$3.75. This short course in physics prepared for the nonscience college student could be used as a course for advanced high-school students. The text takes the human body and its physical environment as its central theme. Thus, balance and force of gravity, force and change of motion, energy and hand tools, heat in relation to body and household, the atmosphere of sounds, the world of light and color, electrical manifestations, and atomic energy are topics considered.

FAULKNER, H. U.; KEPNER, TYLER; and PITKIN, V. E. *U.S.A.—An American History for the Upper Grades*. New York: Harper and Brothers. 1948. 640 pp. This text for junior high-school students, composed of ten units, begins with a brief overview of American backgrounds and then traces the development of our nation to the present day. Through the ten units, the text develops an understanding of our country's growth in all of its important aspects and also helps the pupils better to understand the place of our country among our world neighbors. In the appendices of the book are found the Declaration of Independence, the Constitution of the United States and its amendments, a comprehensive source of references, an index, and several tables. A workbook, *America and Its History and People*, containing 214 pages, prepared by Nelle E. Bowman and Esther Larson, is also available for pupil use.

FERGUSON, C. W. *A Little Democracy Is a Dangerous Thing*. New York 17: Association Press. 1948. 126 pp. \$1.50. This book points out that, as society and government are now organized, there is little or nothing the average individual can do to change the *status quo*. We have not yet devised a method by which the majority of the people can have any creative part in making the decisions that affect their lives. The result is a widespread and wholly justified feeling of futility and frustration on the part of ordinary citizens, a wanton neglect of human resources on the part of those in authority, and a keen sense of embarrassment on the part of both in pretending that we have achieved democracy. We have only a semblance of it now, the author contends, for democracy is not to be identified with a fixed set of political institutions or with the possession of legally guaranteed rights. It is above all a method, and in important matters we have not yet begun to find our way to it.

This book strikes a new and startling note in considering the question that men and women everywhere face today: How can I help to win for myself and all people the right to life, liberty, and the pursuit of happiness? Here is the case for total democracy on a world scale.

FLOHERTY, J. J. *Behind the Silver Shield*. Philadelphia: J. B. Lippincott Co. 1948. 207 pp. \$2.75. In presenting the interesting aspects of a police career, the author describes the high standards observed in the selection of applicants, the splendid training of the young men accepted, and the background of many of them. He relates the scientific developments in the treatment of crime among old and young, and the economic advantages the policeman enjoys.

FURNAS, J. C. *Anatomy of Paradise*. New York 19: William Sloane Associates. 1947. 542 pp. \$5.00. This book is for anyone who has ever had his imagination or his curiosity stirred by the vast area of water, islands, and legend. The author, one of America's well-known writers, has spent years in preparing this book, traveling over countless thousands of miles of ocean. The result comes as close as one book can to telling the entire story of the white man in the South Seas. Here are the South Seas, the influence of fact on legend and of legend on fact—fascination, excitement, and information for the person who has grown up on the complicated occidental legend of the South Seas. Here are white beaches, palm trees, lagoons, and cannibals; but here too are the sailors, artists, missionaries, pirates, slavers, traders, planters, and, more recently, native worshippers, G.I.'s, and politicians which are the other side of the picture. Through this maze the author leads the reader to the facts. The author uses the story of the Hawaiian Islands as the matrix for his discussion of the other island groups. He tells the tale in all its color, violence, and occasional comedy, from the fateful arrival of Captain Cook to an analysis of the reasons behind the present Hawaiian demand for statehood.

GERALTON, JAMES. *The Story of Sound*. New York 17: Harcourt, Brace, and Co. 1948. 74 pp. \$2.00. What causes the buzzing sound made by a mosquito? Why are some musical notes high and some low? What makes the wind howl and the sea roar? Why does a teakettle sing just before boiling? Why does a Fourth-of-July firecracker make such a splendid explosion? How can a ship be guided by the ringing of bells submerged in the sea? Do all sounds travel with equal swiftness? What happens when a sound wave hits an obstacle like a high wall or building? How do bats guide their blind but certain flights by using ultrasonic cries? All these questions and many more are answered in simple, nontechnical language by an instructor of physics at Harvard University in this description of sound and the astonishing ways in which it travels.

GODDEN, RUMER. *A Candle for St. Jude*. New York 17: The Viking Press. 1948. 252 pp. \$2.75. The ballet school of Madame Holbein in London is a wonderful little world of clashing temperaments, with its devotees and its novices, its ambitions and absurdities, its cosmopolitan spirit in the midst of prosaic Britain. No character in years has been more appealing than Madame, the heroic old prima ballerina, who is now a stern taskmistress to young aspirants. There is a love story here, and a success story; there are old young men and women and ever-youthful veterans; there is glamour tempered by ridicule, and tragedy saved by high spirits.

GOUDGE, ELIZABETH. *Pilgrim's Inn*. New York 19: Coward-McCann. 1948. 346 pp. \$3.00. The action centers around the affairs of the Eliots—Lady Lucilla Eliot, the matriarch, at eighty-six still enchanting, still courageous, still directing the lives of her children and grandchildren; General George Eliot, the eldest son, military and literal-minded; his beautiful wife Nadine; their five children among whom are the sensitive, artistic fifteen-year-old Ben and the mischievous twins, Jerry and Jose; David Eliot, Lucilla's favorite grandson, a handsome and popular actor; the lovely, fresh, and charming young Sally Adair, daughter of the famous portrait painter, John Adair; Uncle Hilary, a modern St. Francis; and the mysterious Annie Laurie and Jim Maloney, itinerant entertainers whose lives become bound

up with the Eliots'. There are also Pooh-Bah and the Bastard, two dogs of distinct individuality.

HAIG-BROWN, R. L. *Saltwater Summer*. New York: William Morrow and Co. 1948. 256 pp. \$2.50. Before he was quite seventeen, Don Morgan, who lived on the coast of British Columbia, had, with his own earnings, bought the 32-foot *Mallard* for the summer salmon fishing. But he had borrowed money on the boat to pay a friend's hospital expenses and the loan was due September 30. With his pal, Tubby Miller, for partner, Don took the *Mallard* out in June. Don was handy with boats, but he had a good deal to learn about deep-sea fishing. He also had to learn how to handle himself among the grown men of the fishing fleet. It wasn't all easy going and, when the fishing grew poor, Don wasted time with companions who egged him on to quarrel with Tubby and to break the game laws. But his real friends and his own fundamental soundness helped him to meet his troubles. How he paid his debt and had a hand in the saving of two lives is the climax of Don's saltwater summer.

HARRISON, G. B., editor. *Shakespeare: 23 Plays and the Sonnets*. New York: Harcourt, Brace, and Co. 1948. 1094 pp. \$7.50. This volume contains 23 plays and the sonnets of Shakespeare. Notes are placed at the bottom of each column of the text and throughout the text: a word, phrase, or passage which is annotated is marked with a reference symbol as an aid to the reader. A general introduction gives the students a knowledge of the background to Shakespeare. Chapters are also devoted to the Elizabethan drama and the stage. The text is cross-referenced and the lines of the plays are numbered as in the Globe edition. While prepared for college student use, high-school libraries will find it useful on their reference shelf.

HAWKINS, PHILIP. *Southpaw from San Francisco*. New York 16: William Morrow and Co. 1948. 247 pp. \$2.50. Larry Allen, a left-handed rookie from the Pacific Coast League, enters the big League with the New York Giants in the Polo Grounds one July night. Here we see Larry not only as a ball player but also as a high-school student in Oakland, as a rookie with the San Francisco Seals, and at the Giants' training camp, and as a patient in a hospital battling for the sight of an eye.

HERSEY, JOHN. *Hiroshima*. New York 3: Oxford Book Co. 1948. 158 pp. Paper, 60c; Cloth, 80c. Accompanying the entire original text of Hersey's best-selling modern classic is special study material in the form of questions, activities, projects, and lists of corollary readings in newspapers, magazines, and books for classroom use. This special educational edition is published by Oxford Co., for sale only through schools here and in Canada, by arrangement with the original book publishers, Alfred A. Knopf, and with the author. The publishers invite interested teachers to request approval copies for examination. Requests should be addressed to: Oxford Book Co., Dept. H, 222 Fourth Ave., New York 3, N. Y. To encourage student ownership of this modern classic, with its special study materials, the edition has been issued in a inexpensive paper binding, as well as in the standard cloth binding.

JOHN, R. B. *What Is Happening in Religious Education?* Boston 8: Beacon Press. 1948. 88 pp. \$1.50. Instead of beginning with a certain body of knowledge and working out ways and means of forcing this into the child, the author begins with the child. What sort of a being is this child?, he asks. How does he learn? What are our objectives in teaching him? What do we expect the child to do with the knowledge? Is religious instruction confined to the church school?

LEE, M. A. *Basketry and Related Arts*. New York 3: D. Van Nostrand Co. 1948. 189 pp. \$2.20. After a short introductory chapter on the history of weaving, where the debt of this craft to the American Indian is acknowledged, this book deals with the various types of weaving in common use today. The first half of the book has to do with basket making and includes detailed descriptions of the various materials and tools, general hints and information, and complete instructions for the different types of weaves. There are step-by-step instructions for many projects. In the second part of the book, cane, Hong Kong grass, raffia, and novelty braids are considered, along with various appropriate projects for each. Throughout the entire book, instructions are simple and are supplemented by many diagrams and illustrations showing how the work looks in process as well as the appearance of the finished article.

LEEMING, JOSEPH. *Money-Making Hobbies*. Philadelphia: J. B. Lippincott Co. 1948. 194 pp. \$2.69. For the person whose idea of fun is sewing, gardening, weaving, photography, whittling, modeling in clay, cooking, painting, collecting stamps, or raising mink, the author provides angles which will add profits to pleasure. He gives tips on marketing, on probable prices, on sources of raw material, and describes the introductory steps to profitable hobbies in miscellaneous categories such as designing wire and plastic jewelry, recording, and nonfiction writing.

LINDBERGH, C. A. *Of Flight and Life*. New York: Charles Scribner's Sons. 1948. 64 pp. \$1.50. The personality and insight of a unique individual—one whose experience of flight and of life has been unique—give a strange force and significance to this little book in which an airman, who is also a student of science, attempts to clarify the crisis the world faces, to communicate with men and women of similar concern, to search for a solution. The flight of his thought, in these pages, is like that flight of his, so many years ago, across the lonely wastes of the Atlantic. It is as solitary and as daring.

LONG, DANIEL. *Early Tales of the Atomic Age*. Garden City, N. Y.: Doubleday and Co. 1948. 233 pp. \$2.75. Carl Van Doren, who writes the introduction of this book, calls the author "the Bullfinch of this sudden new mythology." The author in telling these stories goes back of them to such facts as he is permitted to print. Many of the questions raised by the public—the nonscientists—are answered in the stories that the author relates in this book in order to make the public take a sympathetic, co-operative interest in the development of a discovery that marks the beginning of a fateful age.

LOW, E. H. *High Harvest*. New York: Harcourt, Brace, and Co. 1948. 288 pp. \$2.50. This is a story of a 15-year-old girl who lived on a mountain farm in Vermont. When the threat of losing it to the government for a reforestation project roused the whole community, it was this girl's conviction of their right to keep the land that led her family to a constructive and happy conclusion.

OWE, CORRINE. *The Gentle Warrior*. New York 17: Harcourt, Brace, and Co. 1948. 253 pp. \$2.75. Everyone in the last century knew the name of Dorothea Lynde Dix and called her "saint," but today not one of fifty Americans can tell what that name stands for. Yet this beautiful New England woman was one of the greatest philanthropists the world has ever known. Her crusade for the afflicted turned her career into one long drama, absorbing as that of any soldier of fortune. Her life was devoted to helping the underprivileged, but it was her investigation of the inhuman treatment then accorded the insane that gave her a place in history. She had found them beaten and chained and frozen, in jails and poorhouses, in garrets and kennels; but before she died there were thirty-two hospitals for the mentally ill which she had either established or helped to establish. Through the descriptions of famous personages and memorable events which fill these pages, this book becomes more than a biography—it is a picture of America from 1814 to 1864.

LYONS, DOROTHY. *Red Embers*. New York: Harcourt, Brace, and Co. 1948. 262 pp. \$2.50. This is the story of a girl who trains polo ponies and plays an excellent game as well. *Red Embers* is her favorite pony on the ranch. From informal polo games at the ranch, she advances through stiff competition to gain a coveted position on the all-American women's team. Good sportsmanship, keen rivalry, and the breathless excitement of hard-played chukkers, and a real knowledge of horses make this an interesting horse story for girls.

MACINTOSH, ARCHIBALD. *Behind the Academic Curtain*. New York 16: Harper and Brothers. 1948. 175 pp. \$2.50. What should the young student expect to get from a college education? How should he and his parents go about choosing a college? How can the student make sure of completing the full college course and getting the maximum profit from it? To answer such vital questions, this book has been prepared for young college aspirants and their parents, as well as for school and college counselors.

MCCRACKEN, HAROLD. *Toughy*. Philadelphia 5: J. B. Lippincott Co. 1948. 214 pp. \$2.50. This is a story of an English bulldog on a trip to the Arctic. It deals with capturing live specimens, stalking walrus and grizzly bears, perilous trips through the ice packs, and discovering mummies of the Stone Age man in the Aleutians.

MEADER, S. W. *River of the Wolves*. New York 17: Harcourt, Brace, and Co. 1948. 259 pp. \$2.50. The summer that young Dave Foster went to work on his uncle's farm in the Maine wilderness, the French were stirring up the Indians to attack colonial settlers. But Uncle Jonathan laughed at the possibility of an Indian attack on their settlement. His assurance was proved tragically wrong within a few days when an Indian war party swept down from Canada, surprised the settlers, and made off with Dave and three other captives.

The long and dangerous trek back to Canada, by forced march and war canoe, toughened Dave and gave him a new sense of responsibility. He filled a winter of enforced idleness in the Indians' village by acquiring the Indian skill in hunting, trapping, and fishing. But with the coming of spring, Dave seized his chance to escape, and with a fellow captive, Nancy, finally managed to reach civilization and his home once more.

MERSAND, JOSEPH. *The Play's the Thing*. Brooklyn: The Modern Chapbooks, 281 Montauk Ave. 1941. 101 pp. \$2.50. Here is a book on the appreciation and the enjoyment of our contemporary drama that will interest the student in high school just beginning his play-going career, the college student who wishes a more critical evaluation of our playwrights than can be given in our daily criticisms, the club woman who wishes to prepare programs for discussion and analysis of our contemporary drama, the layman who wants to know what there is to the art of play-going, and the devotee of the theatre who welcomes a critical point of view about our plays and playwrights.

MILES, DUDLEY, and POOLEY, R. C. *Literature and Life in America*. (1948. 726 pp. \$2.80) and *Literature and Life in England* (1948. 822 pp. \$3.00). Chicago 11, Scott, Foresman, and Co. These books are revisions of the American and English literature anthologies which are part of the publisher's *Literature and Life Program* for high school. Revised contemporary sections in each present the many aspects of the current literary scene—the novel, the short story, drama in the theater and on the air, poetry, biography, and the personal essay. Twentieth-century writings occupy one fourth or more of each book, and reading lists and background materials in each volume reflect the important developments of recent years.

In *Literature and Life in America*, for example, Chapter XI (Biography, History, Essay) includes these authors: William Shirer, Ernie Pyle, Donald Culross Peattie, Stoyan Christowe, E. B. White, Agnes Repplier, Robert Benchley, and William Beebe. Chapter XII (Short Story) includes James Thurber, Jessamyn West, Jesse Stuart, Marjorie Kinnan Rawlings, Ernest Hemingway, Sinclair Lewis, and Eudora Welty. Among the twentieth-century writers in *Literature and Life in England* are H. M. Tomlinson, Winston Churchill, Elizabeth Bowen, A. J. Cronin, Seumas O'Sullivan, W. H. Auden, Gervase Stewart, Stephen Spender, and Siegfried Sassoon.

Teachers will be particularly interested in the organization of the modern-poetry chapters in each book. In *Literature and Life in America*, twentieth-century poetry is grouped under these helpful subheads: Social Comment, Sentiment and Humor, Four Leading Poets (Robinson, Frost, Sandburg, Millay), the American Scene (East, South, West, in the City), and America and the World. In *Literature and Life in England*, subsections are The Celtic Revival, Some Surviving Victorians, Four Major Poets (Noyes, Masfield, Eliot, Auden), Poets in Wartime, and Poets in Peacetime.

Correlated Student's Guides (workbooks providing objective-type lesson and test material) are available for both books. "Student's Guide" for *Literature and Life in America*, 68 cents, and "Student's Guide" for *Literature and Life in England*, 72 cents.

MILLER, J. G. *Metal Arts Crafts*. New York 3: D. Van Nostrand Co. 1948. 165 pp. \$2.20. The book is divided into two parts. Part I covers the materials, tools, and operations used in working with metals. Each individual material used in the craft shop is described in detail, and all pertinent information necessary to its selection and purchase is included. There is an explanation of each tool commonly used in metal craft work plus illustrations of the tools themselves. The section on

operations and processes is so organized that the necessary directions for any phase of metalwork can be readily and quickly found. Emphasis is upon hand tools and processes although toward the end of the part, spinning and casting are covered.

Part II is made up of projects. These are representative of each operation described in Part I and are graded from easy to hard. Each project has directions on one page and an illustration and/or diagram on the facing page. There are twenty-two projects ranging from coasters and ash trays to plant boxes, bowls, lamps, book ends, candle sticks, etc. Anybody who can read can follow the easy, detailed directions and turn out things that are really worth giving house room.

MOORE, B. M., and LEAHY, D. M. *You and Your Family*. Boston: D. C. Heath and Co. 1948. 448 pp. \$2.60. This is a new textbook for both boys and girls on personality development and family relationships designed specifically for use in high-school home economics courses. It points the direction toward happier personal living and gives basic understandings which enable students to live well in the family and to create happy families of their own.

Concepts basic to good mental hygiene for personal and family living are developed, and a positive approach is used throughout. Personality development, the significance of family life and problems resulting from family living, boy-girl relationships and the training and maturity needed for establishing a new family, the relationship of the family to the community, and problems facing the family today are discussed from the mental hygiene viewpoint. Boys and girls will find these discussions of great interest because situations and problems are drawn directly from their own daily experiences.

The suggested activities following each chapter section describe learning situations. Bibliographies provide reading references. A simple, attractive format and a profusion of full-page halftone—many of them depicting actual high-school boys and girls in believable situations—make the book appealing in appearance as well as in content.

A Teacher's Manual, accompanying the text, discusses the importance of education in personality development and family living, teaching this subject matter in courses or units, and integrating it in all areas of home economics. The methods of presentation discussed include the use of student-teacher-parent planning, discussion, panels, talks, committees, texts and references, novels, films, observation of young children, group and individual counseling. Helpful suggestions on handling matters pertaining to sex education are also included.

MOORE, H. H., et al. *Survival or Suicide*. New York 16: Harper and Brothers. 1948. 202 pp. \$2.00. With the aid of some ten or more outstanding authors, Mr. Moore brings into sharp focus the problems of our present international crisis. He suggests what must be done if World War III and the decay of civilization are to be prevented. The book thus presents answers to such questions as—How can we reconcile the need for rehabilitating the impoverished nations with growing demands for national defense expenditures? How can we disprove Russian belief that capitalism is inherently fascist and a potential threat to peace? Can our knowledge of the social sciences and our understanding of human nature catch up with technological advances, or will the machine destroy us? The writers supply no



panacea for peace. But they do show us channels into which we can direct our efforts, pointing to the numerous outstanding proposals now before the world for strong world organization.

- MUELLER, G. W., and ROBERTSON, E. C. *Fundamentals of Health and Safety*. New York 3: D. Van Nostrand Co. 1948. 343 pp. \$2.40. This is a new book dedicated to the idea of making personal health important to boys and girls of high-school age. It shows students how to live a healthy kind of a life for their own immediate benefit as well as for their lasting happiness. It is unfortunate that, about the time the high-school student starts thinking for himself, he dismisses everything that is "good for him" as adult propaganda designed to inhibit his fun. Health often goes by the board largely because it is so frequently presented from the adult's standpoint rather than from the student's. *Fundamentals of Health and Safety* does not major on technical information for which the student sees little use, but continually drives home why it pays dividends to be healthy and how each person can keep and increase the good health he normally has.

The authors have taken into consideration the fact that most students will read this book by themselves. Any cluttering phrase that might prove a hindrance to clear understanding has been sheared away. Terms are explained as they are first used. The book represents no reading difficulty of any kind. End-of-chapter material includes "Some Questions to Answer," "Which Is Correct?" and "Interesting Things to Do."

- NORTON, ANDRE. *Scarface*. New York 17: Harcourt, Brace, and Co. 1948. 271 pp. \$2.75. *Scarface* is the cabin boy to the notorious Captain Cheap, who was one of the "Lords" of the pirate stronghold, Tortuga. He had no memory of any other kind of life and knew no name but *Scarface*. Occasionally Cheap hinted at a mystery in *Scarface*'s background and seemed to find an evil satisfaction in his absolute power over the lad. Captain Cheap's decision to make a daring attack on Bridgetown, which was governed by the fearless Sir Robert Scarlett, offered *Scarface* a desperate chance of winning clear from the Black Flag and all its scurvy crew. He took the long chance and came perilously near to losing his life, but in the end he discovered his real identity.

- PATON, ALAN. *Cry, the Beloved Country*. New York: Charles Scribner's Sons. 1948. 288 pp. \$3.00. The human hero of this story is an old and humble Zulu parson, from the hills above Ixopo, who sets out for Johannesburg, South Africa, "the city of evil," in search of his only son. He goes with apprehension, fearing the worst, for he has had no word from the son since he left many months before; and he knows that the road to Johannesburg has led to corruption, crime, and destruction for many a native youth. The parson's search is long and sorrowful. Painfully, with the aid of a few faithful friends, he follows the tracks of his erring son, picking up here a hint of petty crime, there a story of bad associates and licentiousness, then visiting the reformatory from which the son has just been released, unhappily, too soon. Finally his search ends when he finds the boy in prison for the murder of a white man who had devoted his life to justice for the black race and who was the son of the Englishman whose great plantation is

in the old pastor's home valley. This is in some ways a sad book: it is an indictment of a social system which drives the native races into resentment and crimes.

PFEIFFER, GEORGE and LOUISE. *Language Through Pictures*. New York 20: Garden City Publishing Co. 1948. 288 pp. \$2.50. This book is an illustrated, living vocabulary of French, Spanish, and English words, grouped in logical sections according to the way they are most used—People; Their Homes; Their Food; What They Do; Things They Make; Cities; Communities and Governments; Nature; and Abstract, which covers verbs, adjectives, and common expressions. In addition, there is an alphabetical index listing the nearly three thousand words that appear with accompanying line drawings. In the front of the book is a guide to its use, which explains the basic government used throughout and gives the pronunciation "soundwriting" keys. To help the reader pronounce correctly, the authors have spelled out all words in English beneath their French and Spanish translations. The purpose of the book is to enable the reader to build a French or Spanish vocabulary easily, quickly, and surely by association of words and pictures, and is intended for the traveler who has some or no knowledge of the language, the student, or the more accomplished linguist who wants to increase his vocabulary.

PINKERTON, KATHRENE. *A Good Partner*. New York 17: Harcourt, Brace, and Co. 1948. 269 pp. \$2.50. Fifteen-year-old Neal Bartlett had not intended to stay with his father's old partner, Tom Clark, now his legal guardian. Tom made a living by trapping and raising mink in northern Wisconsin, and Neal planned to push further West where new land for farming would be opened up by the construction of a vast dam. But when Tom divulged to Neal his secret—a new strain of mink with platinum fur which he had been working to perfect for several years—the beauty of the mink caught Neal's imagination. He stayed, and boy and man became partners—Tom, slow and cautious in his ways; Neal, eager to learn and apply the latest scientific methods of breeding. Their faith and hard work are finally justified at a dramatic New York fur auction.

PRITCHETT, C. H. *The Roosevelt Court*. New York 11: The Macmillan Co. 1948. 330 pp. \$5.00. This book shows the disagreement of the Court on important issues. It tells what attitudes and beliefs among the justices caused that disagreement. It traces the personal and (in a broad sense) political influences which may have determined the policies and doctrines of the Court. Separate chapters are devoted to five issues on which most of the disputes since 1941 have occurred. These issues are labor, Federal regulation of business, state regulation and taxation, civil liberties, and procedural protection in criminal prosecution. Principal decisions are summarized and analyzed to show the attitude of individual justices, and the principal doctrines the Court has developed. The concluding chapter appraises the factors in the liberal tradition and philosophy which may be responsible for the amount of disagreement in a "liberal" Supreme Court. Several novel types of tables and charts make pictorially clear the stand the justices took in disputed cases. The formation and disintegration of judicial blocs can be traced, as well as the change in viewpoint of certain justices over a period of time.

ROTHERY, AGNES. *Iceland Roundabout*. New York 16: Dodd, Mead, and Co. 1948. 199 pp. \$2.75. Iceland, which was rarely visited before the Second World War, is now only fourteen hours by air from New York. Many thousands of American soldiers were stationed there or passed through there on their way to Europe. In peacetime, it is a popular stopping-off place for trans-Atlantic flights. The author lived in Iceland for some months recently and found it fascinating. She imparts her enthusiasm to every reader of her lively and authentic book. Iceland is not buried deep in snowdrifts and ice-locked, most of the year, as many believe. Encircled by the warm Gulf Stream, its climate is always temperate. The boiling springs, some of them furnishing heat direct to dwellings and greenhouses; the erupting volcanoes; the tremendous waterfalls, glaciers, caves, deserts, valleys, and fjords; the enchanting ponies and other animals, fish, and birds; and, above all, the handsome, wholesome babies and boys and girls are some of the delightful features.

Here are stories from the sagas and a chapter of Icelandic legends and fairy tales, translated into English for the first time. Iceland has the oldest Parliament in the world and is an independent and highly progressive democracy. Its charms are as yet undiscovered by tourists, although its strategic importance is recognized by our government. This is the first book written about it for younger readers.

SACHS, CURT. *Our Musical Heritage*. New York 11: Prentice-Hall. 1948. 416 pp. \$5.00. Music, from its remotest origin among primitive tribes to the complex polyphony of the moderns, is presented here for the layman by a renowned musicologist. The author has surveyed from a world viewpoint the whole impressive range of musical history. He has told the story principally in terms of the growth of musical form and the development of musical instruments. His unusually compact history embraces the music of the Orient, of Greece and Rome, and the many crucial but commonly neglected centuries that antedate Bach. Of course, the more recent periods of classicism, romanticism, impressionism, and modernism are covered also; but the author has omitted lengthy biographies of the well-known composers to concentrate on the evolution of the opera and symphony, the organ, and the violin.

SCHOLZ, JACKSON. *Fielder From Nowhere*. New York 16: William Morrow and Co. 1948. 222 pp. \$2.50. Ken had an unusual ambition. He wanted to organize baseball teams for city boys in the slums who, unaided, were hoodlums in the making. Everything went well for Ken, with the Terriers and with his plan for the boys, until an unwelcome reminder of his hidden past unnerved him and he found himself benched for poor playing just when the team needed him most. Drama on the diamond and victory in Ken's own spirit make the stirring finish of a baseball story rich in action, laughs, and warm humanity.

SCOTT, H. F.; HORN, ANNABEL; and GUMMERE, J. F. *Using Latin*. Chicago 11: Scott, Foresman and Co. 1948. 448 pp. \$2.40. Recognizing the fact that a great many students who register for "Latin I" will not go on with Latin, the authors have made every effort to prepare a first-year course that has immediate value for the learner, as well as providing a secure foundation for more advanced language work. For example, a program of word study builds directly on the word-perception program of the elementary grades. Boys and girls are shown

how to use their Latin, right along, to enlarge and clarify their English vocabulary.

The authors have endeavored to make grammar make sense for beginners. For example, all the way through this book the student checks his choice of a form, the meaning of a word, or his translation of a phrase by the questions, "Does it make sense? . . . Is this the best meaning here? . . . Is this idiomatic English?" Finally, the reading content of the book gives boys and girls a real return for their year's work. They will have gotten at least a nodding acquaintance with a host of Greek and Roman heroes of story and history, with plots and themes that are classic because, in our modern parlance, they are "basic." The book may be used for a terminal course or for the basis of a first-year course.

SCOTT, SALLY. *Sue Ann's Busy Day*. New York 17: Harcourt, Brace, and Co. 1948. 56 pp. \$1.75. This a story of how a little girl in her loneliness suddenly found plenty to do in the way of helping mother and others and thus had a real interesting and "busy day."

SINCLAIR, UPTON. *One Clear Call*. New York 17: The Viking Press. 1948. 639 pp. \$3.50. Lanny Budd has spent most of his life in the midst of wars and the intrigues that make wars. For six years he has been a secret agent for President Roosevelt, a fact that his "friends"—from Hitler and Gœring and Himmler to French collaborationists and Spanish Fascists—would have found incredible. Now the President sends him to Italy in the summer of 1943, just before we invade Sicily, and here begin the most breathtaking of his adventures.

In the palaces of Rome, in Berchtesgaden, and Karinhall; in Marrakech, Stockholm, Jerusalem, London, Madrid, and Lisbon, he is his "Boss's" eyes and ears as the whole world quivers under the heel of Mars. He is assigned to delude the Germans into believing that the Continent will be invaded through the Lowlands, he ferrets out the plot against Hitler's life, secrets about atomic energy and rockets. He narrowly escapes Nazi vengeance when his true role is at last discovered, and the story of his escape is the most exciting episode in Lanny's whole fabulous career. After D-day he is commissioned in the Army and works in the field with the Third and Sixth Armies, making the acquaintance of General Patton, among other "real life" people.

As readers of Upton Sinclair's great epic of our times know, Lanny and some of the other characters are fictional, but the history is authentic—and as incredible as fiction—and most of the people in his pages are the living heroes and villains of our day. This book is the ninth volume in the series, but each book may be read and enjoyed by itself.

SINGMASTER, ELSIE. *The Isle of Que*. New York 3: Longmans, Green, and Co. 1948. 160 pp. \$2.25. The author's native Pennsylvania and its beautiful Susquehanna River are the scene of this book. The story concerns a large family who have learned from their mother to cook, camp, keep house, and cultivate the rich silt of the peninsula. They have much fun, too; they row and sail on the river, fish, drive the old car, and go on picnics. The story centers in Tim Yoder and his sister Rosy with the give-and-take of happy family life. One of Tim's early memories was of being carried from the house in a flood, and this with the legends he has heard of the river terrify him. Tim is hunting to add to Sam's collection of

Indian relics when he falls into an abandoned well whence his mother and Rosy rescue him. He finds an Indian burying ground on Sam's own land, goes skating, and becomes a radio ham. Tim does the many things fifteen-year-old boys enjoy. Then what he has feared all along happens. How Tim helps to deal with the devastating flood and learns to overcome his own fears is not only a good story, but also a vivid presentation of true courage.

STUBER, S. I. *How We Got Our Denominations*. New York 17: Association Press. 1948. 224 pp. \$2.50. This book is a primer on church history, providing a comprehensive record of the Christian Church from its beginning down to the present. Starting with Jesus' ministry and the formation by his followers of a new religious group, the author describes the period of persecution of the Christians, the development of churches and creeds, the Middle Ages and the Crusades, the Reformation, and defines the many branches of the church today. A major part of the book deals with the church in America. Separate chapters give the historical origin and major teaching of the various denominations.

TILLICH, PAUL. *The Protestant Era*. Chicago: University of Chicago Press. 1948. 355 pp. \$4.00. In this book the author, one of the most important contemporary religious and social thinkers, poses questions which concern every modern man. The author asks whether the religion and culture of the Protestant era are exhausted, whether they are not largely irrelevant in modern society. The book is divided into five major sections: "Religion and History," "Religion and Culture," "Religion and Ethics," "Protestantism," and "The Present Crisis," with an additional essay by the translator James L. Adams on "Tillich's Concept of the Protestant Era." These five major sections are presented in eighteen chapters. Indexed.

*United States Government Manual—1948*. Washington 25, D. C.: Superintendent of Documents. 1948. 722 pp. \$1.00. This Manual, a reference book of the Federal Government, contains official statements by every agency of the United States government, including the executive, legislative, and judicial branches. The organization of each agency is described, its legal authority is outlined, its functions are explained, and its key officials are listed, together with the address.

VAN EVERY, DALE. *The Shining Mountains*. New York: Julian Messner. 1948. 407 pp. \$3.00. The story is about the days of Lewis and Clark and the great unknown spaces beyond the far bank of the Mississippi which were beckoning to man's restlessness. The story centers about three persons—Matt Morgan, Baptiste, and Nora. Matt was a trader and consul to the Indians who yearned to go to the vast, silent stretches far beyond the Mississippi where no white man had ever been and to go to see the shining mountains which, likewise, none had ever seen. With it all came the romance with Nora. Then there is Baptiste, who was more of an Indian than a Frenchman, whose associations with Matt lead to complication for his friend Matt but which eventually did work out satisfactorily for Matt.

VAN RENSSLAER, ALEXANDER. *The Complete Party Book*. New York 10: Sheridan House. 1948. 317 pp. \$3.50. This guide to successful entertaining covers every factor involved in planning and directing parties of all kinds, all the way from the social customs governing invitations, welcomes, introductions, etc. The

book gives specific directions for carrying on single-handed; how to keep the early arrivals happy; what to do for party-shy and other problem guests; and how to rid oneself delicately of those stay-forevers without resorting to force.

There are forty complete plans for different and amusing parties, including suggestions for decoration and table arrangements, invitations, and place-cards, besides hints for the conventional birthday, holiday, cocktail, anniversary, and outdoor parties. There is a section on menus with special dishes keyed to each kind of party; instructions for making sandwiches, hors d'oeuvres, canapes, outdoor food and every sort of drink, alcoholic and otherwise. There are two hundred party activities, like games, dramatic games, and stunts, which will give extroverts a chance to show off and draw the most retiring bivalve out of his shell. Indexed.

VAN ZANDT, J. P., et al. *World Aviation Annual*. Washington, D. C.: Aviation Research Institute. 1948. 544 pp. \$17.50. A reference source to which policymakers and economists can turn for reliable and significant data on a comparable basis about aviation in the world. For each country, data in general are presented according to a uniform sequence—service aviation and history in a given area are followed by bilateral agreements, manufacturing, and export-import data; then come air carriers, airports, ground facilities, and other civil aviation activities, and, finally, an air traveler's guide. Each page carries its own index by country and subject. Countries are grouped into eight great world trade regions. These eight sections, together with an Introductory Prospective, an Economic Notebook, and an Appendix, form the eleven main divisions of the book.

WALDEN, A. E. *Sunnycove*. New York 16: William Morrow and Co. 1948. 256 pp. \$2.50. Vicky Lind wanted to be an actress. At eighteen she knew only the West Virginia mining town where she was born, but for years she had studied for the stage with her brother, Gus, who had perceived her talent, and believed in it. It was he who sent her to the student workshop of Sunnycove Playhouse, a Connecticut summer theater. There for the first time Vicky smelled salt air and loved it, but the smell of grease paint mattered more. Her aim was to get on the stage and that was what she worked for. A jealous fellow student, a temperamental actress, and Vicky's own lack of beauty made the going hard. But Vicky had firm friends in and out of the Playhouse, chief among them Peter, who named his boat for her. And she had, besides her own courage, the knowledge of her brother's faith in her.

WARREN, BILLY. *Saddles Up! Ride 'Em High*. Philadelphia 6: David McKay Co. 1948. 224 pp. \$2.50. This is an interesting story of a round-up and the driving of a trainload of steers to Kansas City. Swimming flood waters, roping a grizzly, smoking a peace pipe with Chief Two Sticks, a prairie fire, and many other exciting and, at times, amusing events occur on the way.

WHITEMAN, PAUL, and LIEBER, LESLIE. *How To Be A Band Leader*. New York 16: Robert M. McBride and Co. 1948. 160 pp. \$2.50. In this book, Mr. Whiteman, assisted by Leslie Lieber, draws upon his vast experience to give practical advice to the music-minded young people of America who would follow in his footsteps. Clearly and specifically, the authors explain the essential steps in musical apprenticeship and describe the best ways for a young man to go after his handlead-

ing job. A special section contains informative and entertaining stories by such famous modern band-leaders as Duke Ellington, Benny Goodman, Stan Kenton, Vaughn Monroe, and others who tell how they achieved success in launching their own musical organizations.

### **Pamphlets for Pupil and Teacher Use**

*American Education Week Packet.* Washington, D. C.: Nat. Educ. Assn., 1201 16th St., N. W. 1948. 50c. Packet contains samples of available aids for observance of American Education Week, Nov. 7-13, 1948.

*Catalog of newspaper mats for use by local firms.*

*Developing Worthy Family Life.* Discussion folder prepared by the National Congress of Parents and Teachers.

*Fostering Democracy Through Our Schools.* Folder of practical suggestions issued by the U. S. Office of Education.

*Health—an Essential of Freedom.* A check list of horizons for enriched living, recognizing mental as well as physical health. Issued by the Amer. Assn. for Health, Physical Education, and Recreation.

*An Invitation.* (20 copies). A pictorial invitation for parents to visit school, with space reserved for personal message.

*Movie Trailer.* 1½ minute. 35-mm. "Strengthening the Foundations of Freedom." Narrated by Lowell Thomas.

*Poster.* Large official poster in four colors.

*Public Relations Manual.* 16 pp. For planning the entire week's activities.

*Radio Recording.* Sheet describes professionally prepared, 14-min. record "There Were Voices in the Land."

*Radio Scripts.* List of 4½-minute and 14-minute titles.

*Stencil.* Picture with 1948 theme.

*Stickers.* (50 stamps). Two-color, gummed backs. For letters, menus, etc.

*Strengthening the Foundations of Freedom.* (Personal Growth Leaflet No. 58.) Daily topics of American Education Week briefly explored.

*Sunday Observance of American Education Week.* Program ideas for educational and religious leaders.

*The American Junior Red Cross Journal.* Washington, D. C.: American National Red Cross. Published Oct. through April. Subscription or enrollment, \$1.00 a year. Single copy, 15c. The Oct., 1948, issue contains the highlights of the national convention in San Francisco, correspondence from a school in an ancient city of India, two short stories, juniors at work in U. S. and Germany, an article on the art treasures of Germany shown at the National Art Gallery, pictures of an art exchange exhibit with Sweden, a career talk on teaching.

*America's Musical Activities.* Chicago: American Music Conference, 332 S. Mich. Ave. 1948. 16 pp. Free. A digest of the nation-wide survey of musical interests and attitudes, the findings of which are instrumental in expanding school and community music activities.

*Annotated List of Books for Supplementary Reading.* New York 7: Children's Reading Service, 106 Beekman St. 1948. 96 pp. Classified list by topics and by grades (K-9) from books of many publishers. Title index included. Additional service of



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supplying book exhibits and selecting library material. Useful to teachers, librarians, and PTA's.

*Atomic Impasse.* Washington, D. C.: Supt. of Documents, Government Print. Office. 1948. 48 pp. 15c. A collection of speeches indicating the progress of the negotiations of the United Nations Atomic Energy Commission. Not official or based on backgrounds of experience in foreign affairs, but clearly indicative of the reaction of a people faced with a problem with which men of diverse nations are wrestling.

BETTS, E. A. *Remedial and Corrective Reading: Content Area Approach.* Philadelphia 22: Reading Clinic, Dept. of Psychology, Temple University. 18 pp. (Reprint from *Education*, June, 1948.) 50c. Reading needs in various subject areas, types of reading problems, symptoms and causes, differentiated teaching procedures and instructional materials. Bibliography.

BODDE, DERK. *Chinese Ideas in the West.* Washington 6, D. C.: American Council on Education, 744 Jackson Place, N. W. 1948. 43 pp. 50c. China's contributions to our civilization. Third in a series of pamphlets intended to aid in the promotion of Asiatic studies in American education. Useful in classes in literature, science, history, and civics. Selected bibliography.

*Britain and the Marshall Plan.* New York 20: British Information Services, 30 Rockefeller Plaza. 1948. 20 pp. Quotations from speeches of Winston Churchill and Sir Stafford Cripps and from well-known English newspapers and magazines, treating the topic of the Marshall Plan in relation to Britain's economic recovery.

*Budgeting for Security.* Washington, D. C.: Treasury Department, Education Section, U. S. Saving Bonds Division. 1943. 23 pp. Free. Designed for use by teachers as a complete unit or as supplementary material in connection with other units of study related to education as the foundation of democracy, the goals of saving and budgeting, and preparing a family budget.

*Building America.* New York 19: 2 W. 45th St. Vol. XIII, No. 6, Oct. 1948. Issued 8 months a year by The Association for Supervision and Curriculum Development of the NEA. \$3.00 a set; 45c a single copy. The issue is on clothing. It views the American as the best-dressed person in the world and traces his clothing from the fiber through the mills and the metropolitan garment district to the retail racks. Shows the potentialities yet remaining in the clothing industry and market.

CARR, WILLIAM G. *On the Waging of Peace.* Washington, D. C.: NEA, 1201 16th St., N. W. 1948. 19 pp. A notable address delivered before the Cincinnati meeting of the NEA on July 9, 1947.

CASSIDY, DAVID. *The American People and American Politics.* Pittsburgh, Pa.: The author, Box 6372, North Side Station. Part One is a copy of a letter addressed to members of Congress and approved by the Amer. Fed. of Labor Executive Council. Part Two is the text of an informal discussion of trade-union members in Pittsburgh. In both, the Taft-Hartley Bill (Law) is attacked as a violation of personal and political rights of the American people.

*Causes of Industrial Peace under Collective Bargaining.* Washington 6, D. C.: National Planning Association, 800 21st St., N. W. 1948. 78 pp. A case study of Crown Zellerbach Corporation and the Pacific Coast Pulp and Paper Industry illustrating labor-management harmony.

*Child Labor Provisions* (Bulletin No. 101). Washington 25, D. C.: U. S. Dept. of Labor, Wage and Hour and Public Contracts Divisions. 1948. 16 pp. A guide to the interpretation of the child-labor provisions of the Fair Labor Standards Act (Federal Wage and Hour Law).

*Circulating Exhibitions.* New York 19: The Museum of Modern Art, 11 West 53 St. 1948. 35 pp. A catalog of current exhibitions and teaching materials designed to fulfill the requirements of the subscribing institutions and the educational objectives of the Museum. General information on bookings and specific information about exhibits.

*Citizenship—USA—Know It, Cherish It, Live It.* Vol. 1, No. 1, Oct. 1948. Washington 6, D. C.: NEA, Citizenship Committee. 26 pp. Quarterly. An illustrated resume of the Third National Conference on Citizenship in Washington, D. C., in the spring of 1948.

*Co-ordination of Economic and Social Activities.* New York 27: Carnegie Endowment for International Peace, 405 W. 117th St. 1948. Second in a series of United Nations Studies. An analysis of the legal and practical aspects of co-ordination at the policy level and in the Secretariat.

CUSHMAN, R. E. *New Threats to American Freedom.* (Public Affairs Pamphlet No. 143). New York 16: Public Affairs Committee, Inc., 22 E. 38th St. 1948. 32 pp. 20c. A discussion of civil liberties, the President's Loyalty Order, the Committee



### SMITH-MUZZY-LLOYD: **WORLD HISTORY**

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on Un-American Activities. This Professor of Government at Cornell University points out threats to the fundamental rights of citizens and warns against confounding intolerance with patriotism.

*The Elementary-School Principalship—Today and Tomorrow.* Washington 6, D. C.: Department of Elementary School Principals, National Education Association, 1201 16th St., N. W. 1948. 412 pp. This *Twenty-Seventh Yearbook* shows the past two decades as years of real progress in the status and standards of the elementary principal.

*Evolution of Our National and Family Income.* New York 13: Bureau of Educational Services, 401 Broadway. Free. Series traces evolution of industries: Contribution of Agriculture, Contribution of Petroleum, Contribution of Motor Vehicles. Each chapter comprises an instructor's manual giving documented information, project suggestions, bibliographies, wall charts in color, supplementary bulletins, and digest leaflets for students. Additional chapters in series are being prepared.

FATTU, N. A. *Some Variations Among the High Schools Represented at Indiana University.* Bloomington, Indiana: School of Education, Indiana University. 1948. 24 pp. 50c. A statistical study based on an investigation of students at the university. Deals with: extent of variation among high schools in terms of college credit point ratio, rank in graduating class, and parents' education; relative variability on university entrance examinations; nature of courses taken in high school. Comparisons have been made on inter-institutional and inter-group basis.

- Films from Britain—1949.* New York 20: British Information Services, 30 Rockefeller Plaza. 1948. 20 pp. New catalog of 16-mm. sound. British official films available also at British Consulates and numerous commercial depositories. Lists 94 classified subjects including international affairs, British domestic policy, colonial development, education, and science. Running time, rental, and synopsis of each given.
- Filmstrips and Other Pictorial Material from Britain.* New York 20: British Information Services, 30 Rockefeller Plaza. 1948. Folder. Lists inexpensive teaching aids in the form of filmstrips, post-card sets, posters, maps, and picture sets on a variety of topics such as colonial industries, table glass, health, housing, agriculture, Stratford-on-Avon.
- Folk Music of the United States and Latin America.* Washington 25, D. C.: Library of Congress, Recording Laboratory, Division of Music. 1948. 50 pp. 10c. Catalog of records and albums of ceremonial Seneca Indian dances and rituals, tunes of Pennsylvania anthracite miners, iron gang and calabash rhythms of Brazil, folk singing of Mexican Indians accompanied by primitive instruments, English ballads, American cowboy songs, etc., with full information about performer, collector, date and place of recording in field, price, etc. Valuable in itself as a bibliography in a music library. Indicative of the scope of the Archive of American Folk Song, a national storehouse of American folk music based on scholarly research—a collection of more than 10,000 acetate recordings containing over 40,000 different songs.
- For Better World Trade.* Lake Success. New York: Dept. of Public Information, United Nations. 1948. 16 pp. 15c. An explanation of the Havana Conference of the International Trade Organization.
- GLASGOW, A. G. *Unrestricted Suffrage and Its Consequences.* Norfolk 10, Va.: The Secretary, 1900 Monticello Ave. 14 pp. Free. A reprint of an editorial on controversial issues appearing serially in the *Richmond News Leader* during May, 1948.
- A Graded List of Books for School Libraries.* New York 17: Harcourt, Brace, and Co. Classified annotated list by grades with convenient topical index and author-title index and added list for special reading groups.
- The Great Books in the Modern World.* Chicago: University College, 19 S. LaSalle St. 1948. 12 pp. Description of "Great Books" courses and lectures, with registration details.
- A Guidebook in Literature.* Chicago: Board of Education, Bureau of Curriculum. 1948. 216 pp. Curriculum guide for grades 7 and 8. Patterns of approach and selected reading lists. Broad general topical classifications.
- Handbook for the Audio-Visual Program.* Bloomington, Indiana: Indiana University, Audio-Visual Center. 1948. 41 pp. \$1.00. Published in co-operation with the Indiana State Department of Education and the Audio-Visual Instruction Directors. Very practical outlines of bases for determining equipment needed, procuring materials, housing acquired aids, and utilizing materials.
- Havana Charter for an International Trade Organization.* Washington 25, D. C.: Supt. of Documents, Gov. Print. Office. 1948. 155 pp. 35c. A guide to the study of the charter.
- HELLER, RUTH. *Christmas, Its Carols, Customs, and Legends.* Chicago 5: Hall and McCreary Co. 1948. 112 pp. 60c. This is a collection of 118 carols of many differ-

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*Higher Learning and the World Crisis.* Washington, D. C.: Department of Higher Education, NEA, 1201 16th St., N. W. 1948. 22 pp. Addresses delivered at the annual meeting in Cleveland, Ohio, on July 5, 1948: "The Role of the University in Building World Peace" by Ernest O. Melby; "Science and Human Progress" by A. C. Ivy; "Machines and Ideas in World Co-operation" by F. P. Graham.

HOLWAY, A. H., and JAMESON, DOROTHEA. *Good Lighting for People at Work in Reading Rooms and Offices.* Boston 63: Graduate School of Business Administration, Harvard University. 1947. 43 pp. 75 cents. This pamphlet reports the results of a research investigation of what constitutes "good lighting" for reading purposes. The purposes of this research project were twofold: first, an immediate practical objective of bettering lighting conditions in the offices and library of the Harvard Business School; and second, a research objective of obtaining additional information regarding the conditions necessary to provide good lighting for persons whose work consists largely of reading. The results are such as to suggest that they may be of interest to administrators confronted with similar demands for changes in the lighting in libraries, offices, or other rooms where reading is to be done.

*How to Cook a Dragon.* New York: National Broadcasting Company. 1948. 16 pp. Free. This booklet is a presentation of listening information and radio preferences of the younger generation, designed to reach educators and teachers—and all those who deal with American youth.

*Institute of International Education.* New York 19: Institute of International Education, 2 West 45th St. 1948. 115 pp. The twenty-eighth annual report of the director.

*Inter-American Conference for the Maintenance of Continental Peace and Security.* Washington 25, D. C.: Supt. of Documents. 1948. 225 pp. 40 cents. A report of the meeting held from August 15 to September 2, 1947, in Quitandinha, Brazil.

JONES, E. S. *Improvement of Study Habits.* Buffalo 3, New York: Foster and Stewart Publishing Corp. 90c. Revised edition. For use as basis of freshman course on study techniques and as a handbook for individuals having difficulty with school work. New chapter on "Creating Interests in Reading."

*Local Education Associations at Work.* Washington 6, D. C.: National Education Assn., Research Division, 1201 16th St., N. W. Oct., 1948. 140 pp. 50c. A comprehensive summary and interpretation of practice based on a survey of activities of local education associations. Useful for officers and active workers in education associations at all levels. Includes stimulating criteria for evaluation of an association at any stage of organization.

*Look Into Teaching.* Columbus 10, Ohio: College of Education, Ohio State University. 1948. 20 pp. A concise exploration of the possibilities of teaching as a career.

*Manual for FTA Clubs in High Schools.* Washington, D. C.: Future Teachers of America, National Committee, NEA, 1201 16th St., N. W. 1948. 64 pp. \$1.00. A manual

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MOSELY, P. E. *Face to Face with Russia. (Headline Series No. 70).* New York 16: Foreign Policy Association, 22 E. 38th St. 1948. 63 pp. 35c. The author, who speaks Russian fluently and made notes of Marshal Stalin's comments on his translator at the Potsdam Conference which he attended in the service of the State Department, traces the change from friendship based on faulty assumptions to the present situation of world-wide rivalry, showing how problems of the two countries lie in third areas more often than in direct relationships.

National Federation of State High School Athletic Associations. *Handbook.* Chicago 3: The Federation, 7 S. Dearborn St., H. V. Porter, Exec. Sec. 1948. 44 pp. Includes national committees for various sports, constitution, by-laws, historical data, eligibility and activity tables and maps, executive officers, policies, directory of members, and other data.

The National Foundation for Infantile Paralysis. *Tenth Annual Report.* New York 5: The Foundation, 120 Broadway. 1948. 87 pp. A report for the period June 1, 1947, to Dec. 31, 1947. Graphic representation of polio incidence in the nation, expenditures of contributions, and grants and appropriations for research, medical care, and health education.

New York State Public High School Athletic Association. *Handbook.* Malverne, N. Y.: John K. Archer, Malverne High School. 1948. 72 pp. 15c. Contains such material as Cardinal Athletic Principles, Code of Ethics, Eligibility Rules, Game Conditions, Athletic Protection Plan plus Constitution, etc.

OVERSTREET, B. W. *The Responsibility Is Ours.* New York 10: Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., Suite 601. 1948. 35 pp. The first in a series of Freedom Pamphlets in a program of adult education exploring the many facets of American culture and the most critical problems of the age—the relations of men with their fellow-men of various races, creeds, and national origins.

*Parties and Politics: 1948. (The Annals, Sept. 1948).* Philadelphia: The American Academy of Political and Social Science. The basis of American party system, political party organization, the campaign, and interest groups in the 1948 election. Timely discussion by qualified men.

PARTRIDGE, E. D. *Visual Teaching Aids for High School Physics.* New York 16: American Book Co., 88 Lexington Ave. 1948. 48 pp. 60c. A teachers' manual to accompany *Physics* by W. G. Whitman and A. P. Peck.

PETERS, C. C. *Teaching High School History and Social Studies for Citizenship Training.* Coral Gables, Florida: University of Miami. 1948. 192 pp. Limited distribution free. The report of the Miami Experiment in Democratic, Action-Centered Education reveals the nature of the experiment, instructional technique for implementing democratic methods, and measurement and diagnosis of practices.

Publications of The Bureau of Educational Services. New York 13: The Bureau, 401 Broadway. Free. Leaflets, manuals, and charts for home economics and health educators.

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*International Control of Atomic Energy: Policy at the Crossroads.* (Pub. No. 3161). 1948. 261 pp. Limited number free. Additional copies at 45c each with discount of 25 per cent on orders of 100 or more from Supt. of Doc., Gov. Print. Office, Washington, D.C. Emphasis is on the expansion of research, progress in beneficial uses of atomic energy, public understanding, and national security. Documented heavily.

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*Posters for United Nations Day* (Oct. 24). The charter, a diagram of organization, and a photographic view of the assembly.

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*The Third Report of the United Nations Atomic Energy Commission to the Security Council.* (Pub. No. 3179). 1948. 78 pp. 25c. Report, recommendations, and proceedings from Sept. 12, 1947, to May 17, 1948, with documentary annex.

*The United Nations—Three Years of Achievement.* (No. 3225). 19 pp. By region and by agency.

*The United States and the United Nations.* (No. 3024). 359 pp. Report by the President to Congress for the year 1947 on the tests and the problems of political, economic, and humanitarian nature faced by the principal organs.

Publications of the Department of State, Washington 25, D. C.: U. S. National Commission for UNESCO.

*Education Exchanges.* (No. 3197). 1948. 6 pp. 10c. The provisions of the Fulbright Act—its benefits and administration.

*Foreign Affairs Outline No. 18.* (Pub. No. 3243). 1948. 6 pp. Free. "A Charter for World Prosperity" and "The How and Why of the International Trade Organization."

*The Record.* Vol. IV, No. 7, July-August, 1948. A view of areas of scientific and cultural co-operation such as agriculture in El Salvador, cultural centers in Latin America, an orientation center in Washington, D. C., coal mining technicalities in Australia, health problems in Guatemala, exchange visits of specialists of North and South America.

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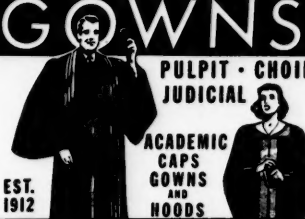
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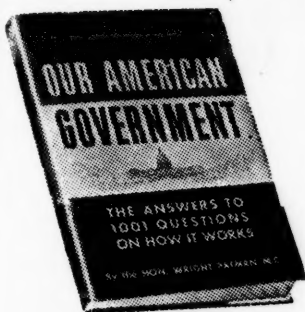
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Publications of Industrial Psychology. Chicago 3: 105 W. Adams St. 1947.

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- A Report to Educators on Teaching Films Survey*. New York: Harcourt, Brace, and Co. 1948. 117 pp. A co-operative investigation by seven publishing companies of the educational responsibility of the textbook publisher in regard to the production of classroom films. Carroll Y. Belknap, consultant in management research, conducted the extensive survey, and Philip A. Knowlton prepared the brochure. An experiment was conducted in conjunction with the Motion Picture Association. The report surveys the market and an analysis of the need for school films. The conclusions drawn indicate that the greatest potential contribution of textbook men is in films dealing with specific parts of specific subjects, whereas the demand which exists is for general background films.
- 1948 *Report of Professional Ethics Committee*. Washington 6, D. C.: NEA, 1201 16th St., N. W. 1948. 80 pp. Single copy free. Additional copies, 25c, with regular NEA discounts. Report of the Cincinnati Conference and its recommendations, state and local association projects in professional ethics, codes of ethics for educators.
- RICHEY, R. W., and FOX, W. H. *An Analysis of Various Factors Associated with the Selection of Teaching as a Vocation*. Bloomington, Indiana: Indiana University Bookstore. 1948. 59 pp. 50c. Data secured from a questionnaire administered to 1676 students taking required English courses at Indiana University. Implications for guidance directors and entire public school faculty personnel embodied in the recommendations for a recruitment program.
- School Bus Maintenance*. Washington 25, D. C.: Supt. of Documents, U. S. Gov. Print. Office. 1948. 15c. A guide issued by the U. S. Office of Education to assist school administrators in planning and improving bus maintenance programs. Based on practical experience in pupil transportation. Outlines procedures and standards. Furnishes recommendations on personnel, garage facilities, and garage equipment.
- Scientists Look at Resources*. Lexington, Kentucky: University of Kentucky, Bureau of School Service, College of Education. 1948. 160 pp. A bulletin pointed toward the need for resource-use education in general and for a curriculum oriented in the resources of the community in the Southern region in particular. Leadership in effecting a union of research and educational activities.
- SMITH, G. H. E., and RIDDICK, F. M. *Congress in Action*. Washington 4, D. C. National Capitol Publishers, Inc., P. O. Box 7706. 1948. 87 pp. 75c. How a bill becomes a law in words, pictures, and drama.
- Some Current Issues in Education*. Washington, D. C.: American Council on Education, 744 Jackson Place, N. W. 1948. 26 pp. 30c. Report of the January, 1948, conference of representatives of constituent-member organizations of the American Council on the issues of Universal Military Training, Social Security Benefits, UNESCO, Higher Education Reports of the President's Commission.
- STARRAK, J. A., and HUGHES, R. M. *The New Junior College*. Ames, Iowa: The Iowa State College Press. 1948. 63 pp. \$1.25. Surveys the need for post-high-

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- The United States and the United Nations.* (No. 2735). Washington, D. C.: U. S. Gov. Print. Office. 1947. 221 pp. 45c. The report by the President to the Congress on the work of the U. S. delegation in the General Assembly and the Security Council, on the progress of the Economic and Social Council and the Atomic Energy Commission, on the International Court of Justice and the Trusteeship System. Valuable documentary supplement.
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